DOCUMENT RESUME

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ABSTRACT

The course outlined in this document was designed to help students develop reading comprehension skills that will enable them to adequately use government procedural manuals. Five goals are identified: to be able to (1) understand and use the organization of material in order to locate specific information, (2) identify the main idea of paragraphing of varying degrees of difficulty, (3) locate specific details from a paragraph, (4) adjust the rate of reading according to the material, and (5) extend and develop the vocabulary of each student. Grades are determined by the successful completion of each of these goals. Paragraphs used in the course are derived from four sources, depending on the level of difficulty: daily newspapers (level one), popular magazines (level two), high school textbooks (level three), and governmental procedural manuals (level four). Lessons in the document, organized according to goal and level, include the purpose, activities, and/or paragraph material. (JM)

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READING FOR COMPREHENSION

INSTRUCTOR'S COPY

February 12, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
PUBLIC HEALTH SERVICE
HEALTH SERVICES ADMINISTRATION
INDIAN HEALTH SERVICE
OFFICE OF RESEARCH AND DEVELOPMENT
DESERT WILLOW TRAINING CENTER
TUCSON, ARIZONA

CS 002 645

Reading for Comprehension

This course was designed in order to improve the reading comprehension skills of the students. The goals of the course are the following:

I. To understand and be able to use the organization of the material (textbooks, manuals, newspapers) to locate specific information.

II. To be able to identify the main idea of paragraphing of varying degrees of difficulty.

III. To be able to locate specific details from a paragraph.

IV. To be able to adjust the rate of reading according to the material presented.

V. To extend and develop the vocabulary of each individual student.

Course Rationale

The purpose of this course is to help students enrolled in the START program to improve their reading comprehension. This is being specifically done in order to help the students develop skills that will enable them to adequately use government procedural manuals. Obtaining information from written material is therefore the purpose of the reading done for this course.

Understanding the basic organization of the material being read is the most important skill necessary for getting information from written information. It is for this reqson that this course was designed to help the student gain skills that would enable him/her to use the organization of the entire book and individual pargarphs to get information.

The paragraphs chosen for this course came from daily newspapers (Level I), popular magazines (Level II), high school textbooks (Level III), and finally from government procedural manuals (Level IV). It is hoped that by moving from the simpler form of informational material to the more complex the student will learn how to use the organization of a variety of materials to help gain information.

The structure of the course will be as follows:

Time	Segment	
8:00–8:30	Goal I	Goal V
8:30–9:30	Goal II	
9:30–10:00	Break	
10:00–11:00	Goal III	
11:00–11:30	Break	
11:30–12:00	Goal IV	

During each time segment the student will be working individually, in groups of two, or in whole group instruction. Each student will be working a a level appropriate to his needs.

During the first session the student will be administered a pre-test for each one of the goals, with the exception of Goal IV and V. The student will then be placed in the program at a level appropriate for him/her.

In order to successfully complete Goals II and III the student must correctly answer three out of the five exercises done each day.

For Goal I if the student is able to complete the pre-test with a score of 100% he or she will be excused from activities related to that goal. That time will be spent working on the other goals. Students who do not obtain a score of 100% on the pre-test for this goal will need to obtain a score of 100% on the post-test in order to successfully complete this goal.

Successful completion of Goal IV will involve the completion of Chapter 2 of the textbook. The instructor shall determine if the chapter is successfully completed by the student.

Successful competion of Goal V will be a score of four on each of the daily individual quizzes on the five words learned the preceding day.

Grades

Grades will be determined by the successful completion of each of the five goals.

A . . . Each of the five goals will be successfully completed.

B . . . Four of the goals will be successfully completed.

C . . . Three of the goals will be successfully completed.

D . . . One or two of the goals will be successfully completed.

F . . . None of the goals will be successfully completed.

Classroom Materials

In addition to the class textbook and course program there will be the following supplementary materials:

1. Daily newspapers
2. Popular magazines
3. High school textbooks
4. Dictionaries
5. An assortment of other textbooks for the development of reading skills.

Goal I: To understand and be able to use the organization of the material (textbooks, manuals, newspapers) to locate specific information.

Objectives:

The student will be able to:

1. Locate a specific topic when given an index arranged alphabetically.
2. Locate a specific topic when given a table of contents arranged numerically.
3. Identify from a list of definitions the correct definition of the following words and phrases:
    - a) table of contents
    - b) index
    - c) heading
    - d) sub-heading
    - e) paragraph

The criteria for the successful completion of this goal will be a score of 100% on the post-test.

Pre-Test

Goal I

I. Match the correct definition with the correct term.

4 a) Table of Contents
1 b) Index
3 c) Paragraph
5 d) Chapter heading
2 e) Chapter sub-heading

1. Usually found at the back of a book, alphabetical list of items which gives the page number of where each item can be found.
2. Topic that the main idea of a chapter has been divided into.
3. One or more sentences that deal with one main idea.
4. Usually found at the beginning of a book, contains the main topics and the sub-topics that the books is about.
5. The main concept that the chapter will discuss.

II. Using the following Table of Contents, answer the following questions:

1. The sections contained in this table of go from section 101-36.0 to section 101-36.306. (Fill in the appropriate section numbers.)

2. What is the main topic that will be discussed in this part?
Public Utilities.

3. What are the three sub-topics that are discussed in this part?

a. General Provisions
b. Utilization and Conservation of Utility Services
c. Negotiation and Representation involving Utility Services
d. Capital Credits

4. Write the topic that will be discussed in the following sections:

a. 101-36.101 Surveys and Recommendations
b. 101-36.306 Other provisions
c. 101-36.001 Definitions
d. 101-36.305 Cost reimbursement type contracts
e. 101-36.202 Proceedings before regulatory bodies

5. Which subpart has the most sections within it: Write the subpart number and title.

Subpart Capital Credits Title 101-36.3

Pre-Test

Contents of Subchapter F -- Telecommunications and Public Utilities

PART 101-36 - PUBLIC UTILITIES

Subpart 101-36.0 - General Provisions

101-36.000 Scope of part
101-36.001 Definitions
101-36.002 Applicability
101-36.003 Submission of information

Subpart 101-36.1 - Utilization and Conservation of Utility Services

101-36.101 Surveys and recommendations
101-36.102 Advice and assistance

Subpart 101-36.2 - Negotiation and Representation Involving Utility Services

101-36.201 Negotiations with utility suppliers
101-36.202 Proceeding before regulatory bodies

Subpart 101-36.3 - Capital Credits

101-36.301 General
101-36.302 Definitions
101-36.302-1 Capital credits
101-36.302-2 REA-financed cooperative
101-36.303 Responsibility for handling capital credit notification
101-36.304 Disposition of capital credit retirement
101-36.305 Cost-reimbusement type contracts
101-36.306 Other provisions

PART 101-37 (RESERVED)

III. Using the following index, answer the following questions:

1. On what page will you find the following topics:

a. Polygamy	559-63
b. Patrilocal system of residence	566
c. Nonpurposeful diffusion	70-72
d. Primogeniture	577
e. Oriental culture area	20-30,36-37
f. Personality; integration of	458-59
g. Occupation and income	423-27
h. Primary group; and the self	161-62
i. Politics; and government	616-20
j. Plains Indians; use of travois	33

2. This index is arranged alphabetically (alphabetically, numerically).

3. Put an X next to the topics that can be found in this index.

X a. Population movement
___ b. Ethnic groups
X c. Privilege
___ d. Matriarchy
X e. Polygamy
X f. Nonwhites
___ g. Purposes
X h. Paleontology
X i. Prestige
___ j. Nationalism

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Goal I: To understand and be able to use the organization of the material (textbooks, manuals, newspapers) to locate the specific information.

Lesson 2: Given a Table of Contents from a book the student will be able to identify the main topics that the book will cover.

Activities:

1. Group Discussion: One can easily find and understand information from written material if one understands the basic organization and structure of the material. In order to do this one must understand how to use the Table of Contents, the Index, the Chapter Headings and sub-headings, and the basic structure of the paragraph.

The Table of Contents will list in numerical order the main concept that are to be developed in the book.

The Index will list in alphabetical order, all of the specific details that can be found in the book.

Chapter headings will list the main idea to be developed within the chapter; chapter sub-headings will list the concept that develop the main idea of the chapter.

The basic structure of the paragraph will be discussed in Goal II and III.

2. Independent study: Each student will be able to locate the main ideas to be developed in the material by using a numerically arranged Table of Contents and answer questions pertaining to the Table of Contents.

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PART III SOCIAL STRUCTURE

15. The Structural Framework of Interaction 283
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17. Male and Female Roles and Statuses 310
18. Age-Group Status 324

1. Name the three main topics that will be discussed in this book.

2. Name the concepts that will be discussed in order to develop the main idea of Culture.

3. On what page will one find "Primary and Secondary Groups"?

4. What will be discussed on page 310?

5. Name three of the concepts that will be dicussed in order to develop the main idea of Society.

6. What will be discussed starting on page 101?

7. Social Structure is divided into what four sub-headings?

8. On what page will one find a discussion of "Social Class and Caste"?

Goal I: To understand and be able to use the organization of the material (textbooks, manuals, newspapers) to locate the specific information.

Lesson 3: Given an index, arranged alphabetically, the student will be able to find the page number where a specific piece of information can be located.

Activities:

1. Group Discussion: Review the definition and use of an index.

2. Independent Study: Using the index of the reading textbook, the student will be able to answer questions concerning the information found within the index.

Goal I: To understand and be able to use the organization of the material (textbooks, manuals, newspapers) to locate the necessary specific information.

Lesson 4: Given a Table of Contents, the student will be able to identify the main topics and the sub-headings that will develop those topics.

Activities:

1. Using the Table of Contents from the textbooks, Reading Skills: A Guide for Better Reading, the student will answer questions related to the information that can be found in the various chapters.

2. The student will write a definition of a Table of Contents in his/her own words.

Goal I - Lesson 4

Using the Table of Contents from the textbook, Reading Skills: A Guide for Better Reading, answer the following questions.

1. The four main ideas developed in this book are:

   a. Improving Comprehension
   b. Improving Skimming and Scanning Comprehension
   c. Improving Speed of comprehension
   d. Improving Study Reading

2. The three sub-headings in the chapter that discussed how to improve study reading are:

   a. SQ3R Technique
   b. Surveying a Textbook
   c. Surveying a Chapter

3. The chapter that discusses the improvement of the speed of comprehension begins on page 13.

4. The information about Critical Reading can be found on page 27.

5. The chapter that discusses improving comprehension is divided into 7 sub-headings.

6. The sub-headings mentioned in question 5 are:

   a. Purposes for Reading
   b. Recognizing and Understanding Main Ideas and Supporting Details
   c. Understanding Relationships
   d. Vocalization
   e. Critical Reading
   f. Vocabulary Section
   g. Practice Exercises

7. The index can be found on page 245.

8. The chapter that is divided into the least number of sub-headings is Chapter 3 - Improving Speed of Comprehension.

9. One can find timed reading selections begining on page 116.

10. From a survey of this Table of Contents it is possible to discover that the main concept of the entire book relates to the teaching of Reading Skills.

Goal I: To understand and be able to use the organization of the material (textbooks, manuals, newspapers) to locate the necessary specific information.

Lesson 5: Given an index, arranged alphabetically, the student will be able to find the page number where a specific piece of information can be located.

Activities:

1. In groups of two the student will survey the supplementary material that is available that have indices and by questioning each other, locate specific information in the book.

2. Each student will write a definition of an index in his/her own words.

Goal I: To understand and be able to use the organization of the material (textbooks, manuals) to locate the necessary specific information.

Lesson 6: Given the various supplementary materials (textbooks) that are found in the classroom, the student will be able to outline the various chapters by listing the headings and sub-headings that are found in the chapter.

Activities:

1. Working in groups of two the students will choose a chapter from one of the available supplementary materials and make an outline of it by listing the various headings and sub-headings.
2. Independent Study: Each student will write a definition of a heading and a sub-heading in his/her own words.

Goal I: To understand and be able to use the organization of the material (textbooks, manuals) to locate the necessary specific information.

*Lesson 7: Given a numerically arranged table of contents from a government procedural manual, the student will locate the section number where the required information can be found.

Activities:

1. Group Lesson:	Discussion of the numerical arrangement of government procedural manuals.
2. Independent Study:	Each student will answer questions related to the information that can be found on the Table of Contents from the procedural manuals.

*Lessons 8 and 9 will have the same objectives. There will be a set of different questions for each lesson.

Lesson 7

Using the following portion of a table of contents, answer the following questions:

1. The titles of the two subparts listed on this table are:

   a. Forms, Formats, and Agreements
   b. Definitions of Terms

2. The numbers of the sections in the subpart 103-40.49 go from 103-40.4900 to 103-40.4906-53. (Fill in the blanks with the appropriate section numbers.)

3. The numbers of the sections in the subpart 103-40.50 go from 103-40.5000 to 103-40.5001-60. (Fill in the blanks with the appropriate section numbers.)

4. List the name of the specific section next to its number:

a.	103-40.5001-30	Freight Forwarder
b.	103-40.4900	Scope of Subpart
c.	103-40.4906-52	Sample of S.F. 1103
d.	103-40.5001-13	Carriers for Hire
e.	103-40.5001-27	Embargo
f.	103-40.5001-33	Less than Carload (LCL)
g.	103-40.4902	Standard Forms
h.	103-40.4906-53	Form PHS 1672
i.	103-40.5001-18	Classification, freight
j.	103-40.5001-3	Agreed Valuation
k.	103-40.5001-57	Transit privilege
l.	103-40.5001-48	Special Tender
m.	103-40.5001-37	Operating Authority
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o.	103-40.5001-52	Tenders nogotiated

5. This table of contents is arranged numerically (alphabetically, numerically).

Subpart 103-40.49 - Forms, Formats, and Agreements

Sec.
103-40.4900 Scope of subpart
103-40.4902 Standard forms
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Subpart 103-40.50 - Definitions of Terms

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103-40.5001-59	Trap car (Ferry car)
103-40.5001-60	Truckload (TL)

Lesson 8A

Using the following portion of a table of contents, answer the following questions:

1. The titles of the three main subparts of this table are:
   a. General Provisions
   b. Freight Rates, Routes, and Services
   c. Reporting and Adjusting Discrepancies in Government Shipments

2. The numbers of the sections in subpart 103-40.1 go from 103-40.101 to 103-40.151 (Fill in the blanks with the appropriate section numbers.)

3. The numbers of the sections in subpart 103-40.3 go from 103-40.303 to 103-40.350 (Fill in the blanks with the appropriate section numbers.)

4. The numbers of the sections in subpart 103-40.7 go from 103-40.700 to 103-40.712 (Fill in the blanks with the appropriate section numbers.)

5. List the name of the specific section next to its number:

a.	103-40.303	Implementation of Standard routing principle
b.	103-40.712	Referral of Claims
c.	103-40.700	Scope of Subpart
d.	103-40.101	Transportation assistance
e.	103-40.350	Freight Classification
f.	103-40.306	Rate tenders to the Government
g.	103-40.151	Transportation publications
h.	103-40.306-3	Distribution
i.	103-40.107	Surveys
j	103-40.710	Processing claims against carriers

Lesson 8A

Manual MATERIAL MANAGEMENT

PART 103-40 Transportation and Traffic Management

SUBCHAPTER G - TRANSPORTATION AND MOTOR VEHICLES
PART 103-40 -- Transportation and Traffic Management

Sec.	
103-40.000	Scope of part

Subpart 103-40.1 - General Provisions

103-40.101	Transportation assistance
103-40.102	Representation before regulatory bodies
103-40.103	Selection of carriers
103-40.107	Surveys
103-40.150	Responsibility
103-40.151	Transportation publications

Subpart 103-40.3 - Freight Rates, Routes, and Services

103-40.303	Implementation of standard routing principle
103-40.304	Description of property for shipment
103-40.305	Negotiation for changes in rates, ratings, rules, and services
103-40.305-3	Negotiation by other executive agencies
103-40.305-5	Reports of agency negotiations
103-40.306	Rate tenders to the Government
103-40.306-3	Distribution
103-40.306.50	Special rate tenders (household goods only)
103-40.350	Freight classification (not applicable to household goods)

Subpart 103-40.7 - Reporting and Adjusting Discrepancies in Government Shipments

103-40.700	Scope of subpart
103-40.702	Reporting discrepancies
103-40.703-3	Standard Form 361, Discrepancy in Shipment Report
103-40.710	Processing claims against carriers
103-40.711	Collection of claims
103-40.711-2	Claims against international ocean or air carriers
103-40.712	Referral of claims to U.S. General Accounting Office

Lesson 8B

Using the following portion of a table of contents, answer the following questions:

1. The titles of the three subparts listed on this table are:

    a. Tracing and Expediting
    b. Items Requiring Special Handling
    c. Excess Cost, Household goods

2. Fill in the appropriate section numbers for each of the following:

    The numbers of the sections in the subpart 103-40-56 go from 103-40.5600 to 103-40.5604.

    The numbers of the sections in the subpart 103-40-57 go from 103-40.5700 to 103-40.5707-5.

    The numbers of the sections in the subpart 103-40.58 go from 103-40.5800 to 103-40.5805.

3. List the name of the specific section next to its number:

a.	103-40.5707-3	Articles of extraordinary value
b.	103-40.5800	Scope of subpart
c.	103-40.5603	Expediting
d.	103-40.5707	Household goods and personal effects
e.	103.40-5707-5	Local drayage
f.	103-40.5804	Declared valuation
g.	103-40.5703	Use of diplomatic pouch
h.	103-40.5600	Scope of subpart
i.	103-40.5707-1	General
j.	103-40.5803	Processing shipments (separations and inactivations)

Subpart 103-40.56 - Tracing and Expediting

Sec.

103-40.5600 Scope of subpart
103-40.5601 Tracing
103-40.5602 Procedure for tracing
103-40.5603 Expediting
103-40.5604 Procedure for expediting

Subpart 103-40.57 - Items Requiring Special Handling

103-40.5700 Scope of subpart
103-40.5701 Narcotics
103-40.5702 Dangerous articles and explosives
103-40.5703 Use of diplomatic pouch
103-40.5704 Alcohol
103-40.5705 Laboratory specimens
103-40.5706 Protection of shipments against heat or cold while in transit
103-40.5707 Household goods and personal effects
103-40.5707-1 General
103-40.5707-2 Expedited mode
103-40.5707-3 Articles of extraordinary value
103-40.5707-4 Unaccompanied baggage
103-40.5707-5 Local drayage

Subpart 103-40.58 - Excess Costs - Household Goods

103-40.5800 Scope of subpart
103-40.5801 General
103-40.5802 Circumstances in which excess costs may be incurred
103-40.5803 Processing shipments (separations and inactivations)
103-40.5804 Declared valuation
103-40.5805 Limiting destination costs

Lesson 9

Using the following portion of a table of contents, answer the following questions:

1. The titles of the five subparts listed on this table are:

   a. Preservation, Packaging, Packing and Marking
   b. Ordering and Loading Transportation Equipment
   c. Bills of Lading
   d. Demurrage, Detention, and Storage
   e. Reconsignment or Diversion

2. The numbers of the sections in the subpart 103-40.51 go from 103-40.5101 to 103-40.5109.

   The numbers of the sections in the subpart 103-40.52 go from 103-40.5200 to 103-40.5205.

   The numbers of the sections in the subpart 103-40.53 go from 103-40.5300 to 103-40.5310.

   The numbers of the sections in the subpart 103-40.54 go from 103-40.5400 to 103-40.5405.

   The numbers of the sections in the subpart 103-40.55 go from 103-40.5500 to 103-40.5505.

3. List the name of the specific section next to its number:

a.	103-40.5105	Level of Protection
b.	103-40.5300	Scope of Subpart
c.	103-40.5401	Demurrage and Detention
d.	103-40.5502	Requests for Reconsignment or Diversion
e.	103-40.5305	Temporary receipt in lieu of
f.	103-40.5102-3	Packing
g.	103-40.5310	Exceptions to use
h.	103-40.5301	General
i.	103-40.5109	Marking
j.	103-40.5102-1	Preservation
k.	103-40.5405	Certification of Bills
l.	103-40.5303	Preparation and Processing
m.	103-40.5503	Reconsignment Data
n.	103-40.5400	Scope of Subpart
o.	103-40.5204	Acceptance of Carriers

Subpart 103-40.51 - Preservation, Packaging, Packing, and Marking

103-40.5101 General
103-40.5102 Definitions
103-40.5102-1 Preservation
103-40.5102-2 Packaging
103-40.5102-3 Packing
103-40.5103 Carrier's requirements
103-40.5104 Other requirements
103-40.5105 Levels of protection
103-40.5106 Selection of level of protection
103-40.5107 Packing articles of different freight classifications
103-40.5108 Explosives and other dangerous articles
103-40.5109 Marking

Subpart 103-40.52 - Ordering and Loading Transportation Equipment

103-40.5200 Scope of Subpart
103-40.5201 Rail
103-40.5202 Motor
103-40.5203 Water
103-40.5204 Acceptance of carrier's equipment
103-40.5205 Difficulty in obtaining equipment

Subpart 103-40.53 - Bills of Lading

103-40.5300 Scope of Subpart
103-40.5301 General
103-40.5302 Persons authorized to issue Government bills of lading
103-40.5303 Preparation and processing U.S. Government Bills of Lading, SF-1103
103-40.5304 Standard U.S. Government Bill of Lading (GBL), SF-1103
103-40.5305 Temporary receipt in lieu of U.S. Government Bill of Lading, and Certificate in Lieu of Lost U.S. Government Bill of Lading
103-40.5306 Conversion of commercial bills of lading to U.S. Bills of Lading, and procedure for handling lost commercial bills of lading
103-40.5307 Short Form - U.S. Government Bill of Lading
103-40.5308 Accountability of forms
103-40.5309 Shipment registers
103-40.5310 Exceptions to use of U.S. Government Bills of Lading forms

Subpart 103-40.54 - Demurrage, Detention, and Storage

103-40.5400 Scope of subpart
103-40.5401 Demurrage and detention
103-40.5402 Straight demurrage, detention, and storage bills, freight

103-40.5403 Storage, temporary and nontemporary, household goods
103-40.5404 Average agreements
103-40.5405 Certification of bills

Subpart 103-40.55 - Reconsignment or Diversion

103-40.5500 Scope of Subpart
103-40.5501 General
103-40.5502 Requests for reconsignment or diversion
103-40.5503 Reconsignment data
103-40.5504 Endorsement on bills of lading
103-40.5505 Holding-in-transit

Post Test

Goal I

1. Write a definition of each of the following terms:

   A. Table of Contents is usually found in the beginning of a book and contains the main topics and sub-topics of the book.

   B. Index is usually found at the end of the book, it is an alphabetical listing of all specific details and pages they can be found.

   C. Paragraph is one or more sentences that develop one main idea.

   D. Chapter heading is the main concept that the chapter will discuss.

   E. Chapter sub-heading is one topic that the main idea of a chapter has been divided into.

2. Using the following table of contents, answer the following questions:

   A. List the titles of each of the six subparts:

      1. General Provisions
      2. Major changes and new installations
      3. Utilization and ordering of telecommunications services
      4. Contracting, negotiating, etc.
      5. Telephone information services, etc.
      6. Essential telephone service, etc.

   B. Fill in the appropriate section numbers.

      1. The sections that are contained on this table of contents go from section 101-35.000 to 101-35.605.

      2. The section number of each of the following sections is:

         a. General provisions 101-35.1
         b. Essential telephone service during emergencies 101-35.6
         c. Major changes and new installations 101-35.2

      3. Write the topic that will be discussed in the following sections:

         a. 101-35.307 Control of Telephone station equipment
         b. 101-35.604 Procedures for resolution of conflict
         c. 101-35.309-1 General
         d. 101-35.202 Definition of major changes
         e. 101-35.504 Agency responsibility

      4. Which subpart has the most sections within it? Write the subpart number and title.

         Section # 101-35.3

         Title Utilization and ordering of telecommunication services

Post Test

CONTENTS OF SUBCHAPTER F - Telecommunications and Public Utilities

PART 101-35- Telecommunications

Sec.
101-35.000 Scope

Subpart 101-35.1 General Provisions

101-35.101	Authorities
101-35.102	Applicability
101-35.103	Policy
101-35.104	Objectives
101-35.105	Telecommunications services
101-35.105-1	Definition of telecommunications system
101-35.105-2	Federal Telecommunications System
101-35.106	Circuit management
101-35.107	Surveys
101-35.108	Agency payments to common carriers
101-35.109	Future plans
101-35.110	Contracting and negotiations
101-35.111	Advice and assistance
101-35.112	Submission of information

Subpart 101-35.2 - Major Changes and New Installations

101-35.201	General
101-35.201-1	Changes to other than FTS
101-35.201-2	Changes to FTS
101-35.201-3	Changes required by procurement of automatic data processing equipment (ADPE)
101-35.202	Definition of major changes
101-35.203	Justification of major changes and new installations
101-35.204	Request for FTS intercity voice network service
101-35.204-1	General
101-35.204-2	Information required from agencies
101-35.205	Agency notification of cost
101-35.206	(Reserved)
101-35.207	(Reserved)
101-35.208	(Reserved)
101-35.209	(Reserved)
101-35.210	Submission of information

Subpart 101-35.3 - Utilization and Ordering of Telecommunications Services

101-35.301	General
101-35.302	General requirement
101-35.303	Telephone service
101-35.304	Changes in telephone listings
101-35.305	Telegraph service

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101-35.306	Forms for telegraph messages
101-35.307	Control of telephone station equipment
101-35.307-1	Agency surveys
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101-35.308	Standards and guidelines for determining telephone station requirements
101-35.308-1	Telephone instruments
101-35.308-2	Key stations
101-35.308-3	Call directors
101-35.308-4	Automatic dialing equipment
101-35.308-5	Touch-tone instruments
101-35.308-6	Speakerphones
101-35.308-7	Primary and secondary lines
101-35.308-8	Special lines
101-35.308-9	Special service and equipment
101-35.309	FTS intercity voice network agency identification symbols
101-35.309-1	General
101-35.309-2	Agency responsibility

Subpart 101-35.4 - Contracting, Negotiation, and Representation Involving Telecommunications Services

101-35.401	General
101-35.402	Contracting
101-35.402-1	Types of contracts
101-35.402-2	Areawide contracts
101-35.402-3	General purpose contracts
101-35.402-4	Special purpose contracts
101-35.403	Tariff interpretation
101-35.404	Representation and negotiation
101-35.405	Submission of requests

Subpart 101-35.5 - Telephone Information Services Provided at GSA-Operated Telephone Switchboards

101-35.501	General
101-35.502	Directory cost
101-35.503	Directory printing interval and limitations
101-35.504	Agency responsibility
101-35.505	Public distribution
101-35.506	Washington D.C., switchboards

Subpart 101-35.6 - Essential Telephone Service During Emergencies

101-35.601	Line load control
101-35.602	Availability of essential service
101-35.603	Criteria and procedures for obtaining essential service
101-35.604	Procedures for resolution of conflict
101-35.605	Changes in agency essential service listing

Post Test - Goal I

2. Using the following index, answer the following questions:

A. On what page will you find the following topics:

1.	Davis, Keith	383,659
2.	Firey, Walter	204
3.	Dunn, L.C.	257
4.	Defoe, Daniel	13
5.	Cremin, Laurence C.	609
6.	Cohen, Albert K.	125,207
7.	Fairchild, Henry Pratt	258
8.	Elias, L.J.	600,602
9.	Drake, St. Clair	357,358,363
10.	Cook, R.C.	220,552

B. This index is arranged alphabetically (alphabetically, numerically)

C. Put an X to the topics that can be found on this page.

X a. Cooley, Charles H.

____b. Friedman, J.

____c. Bunster, J.

X d. Collins, Thomas

X e. Ericson, Martha C.

____f. Margolis, N.

X g. Durkheim, Emile

X h. Foote, Nelson

____i. Bangor, L.

X j. Cressey, Paul F.

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GOAL II: To be able to identify the main idea of paragraphs of varying degrees of difficulty.

Objectives: The student will be able to:

1. Identify the main idea of paragraphs from the daily newspaper. (Level I)
2. Identify the main idea of paragraphs from a popular magazine. (Level II)
3. Identify the main idea of paragraphs from textbooks with a variety of content matter. (Level III)
4. Identify the main idea of paragraphs from government procedural manuals. (Level IV)

The criteria for successful completion of these objectives will be that the student must be able to correctly answer three out of the five exercises done each day.

GOAL II - Identifying the Main Idea of a Paragraph

Lesson I: Pre-test

GOAL II - Identifying the Main Idea of a Paragraph

Lesson 2: Introduction to the concept that there is an organizational pattern to a paragraph.

Activities:

1. Class lesson: Paragraph development

   A paragraph is developed around one central idea. This idea is then supported by as many details as the author thinks are necessary in order to communicate his/her ideas. In many paragraphs the main or central idea is stated first and then the details are included in the rest of the paragraph. However, there are instances when the main idea is found at the end of the paragraph, in the middle of the paragraph, both at the beginning and at the end of the paragraph, and in less frequent cases not mentioned at all. In these cases it is up to the reader to develop independently the unstated main idea.

2. Test Assignment (Reading Skills: A Guide for Better Reading)

   a. Read and do pages 14-20, working in groups of two. At this point only indicate the main idea of each paragraph.

   b. Extra practice identifying the main idea of a paragraph -- pages 53-59.

3. Independent work: Each student will read five (5) paragraphs at appropriate level and underline the main idea in each paragraph.

GOAL II - Identifying the Main Idea of a Paragraph

Lesson 3: Review of the organizational pattern of a paragraph and practice in identifying the main idea.

Activities:

1. Class lesson: Review the concepts taught in Lesson 2.

   The paragraph consists of a main idea supported by a number of details.

   Although most often found in the beginning of a paragraph, the main idea may be found at the end, in the middle, and in the beginning of a paragraph.

   Occasionally a paragraph does not specify the main idea. In those instances it is up to the reader to develop the main idea from the details that have been stated.

2. The teacher will read paragraph, from supplementary texts, to the students illustrating the fact that the main idea can be found in the first sentence, in the last sentence, and in the middle of the paragraph.

3. In groups of two the students will review and correct the material that was done independently in Lesson 2.

4. Independent study: Each student will read five paragraphs at an appropriate level* and underline the main idea in each paragraph.

   *The student will continue to work at the assigned level unless he/she correctly answered all of the examples from Lesson 2. In that case the student will advance to the next level.

GOAL II - Identifying the main idea of a paragraph.

Lesson 4: To learn to distinguish between the main idea of a paragraph and the supporting details.

Activities:

1. In groups of two choose paragraphs from supplementary material (newspapers, magazines, textbooks, manuals) at appropriate level and identify the main idea of each paragraph.

2. Independent study: Each student will read five paragraph at the appropriate level* and choose from four possible choices the answer that most adequately expresses the main idea of a paragraph.

*The student will continue to work at the assigned level unless she/he correctly answered all of the examples from Lesson 3. In that case the student will advance to the next level.

GOAL II - Identifying the main idea of a paragraph.

Lesson 5: To continue to practice to distinguish between the main idea of a paragraph and the supporting details.

Activities:

1. As an entire group have students identify the main idea of paragraphs, read orally to the group by the teacher from the available supplementary materials (newspapers, magazines, textbooks, and manuals).
2. In groups of two the students will review and correct the exercises done independently in the previous lesson.
3. Independent study: The student will read five paragraphs at the appropriate level* and choose from four possible choices, the answer that most adequately expresses the main idea of the paragraph.

*The student will continue to work at the assigned level unless he/she correctly answered all of the examples from Lesson 4. In that case the student will advance to the next lesson.

GOAL II - Identifying the main idea of a paragraph.

Lesson 6: To begin to learn how to restate the main idea of a paragraph into the student's own words.

Activities:

1. As a whole group the preceding day's independent work will be reviewed and corrected.
2. In groups of two, the students will use the available supplementary materials and identify the main ideas of paragraphs that they locate and read to each other.
3. Independent study: The student will read five paragraphs at the appropriate level* and then complete the incomplete sentences so that it expresses the main idea of the paragraph.

*The student will continue to work at the assigned level unless she/he correctly answered all the exercises from Lesson 5. In that case, the student will advance to the next level.

GOAL II - Identifying the main idea of a paragraph.

Lesson 7: To continue to learn how to restate the main idea of a paragraph into the student's own words.

Activities:

1. The group will practice restating the main idea of a paragraph in their own words, orally, by doing so for paragraphs read orally by the teacher from supplementary material available.
2. In groups of two the students will review and correct the work done independently during the preceding lesson.
3. Independent study: The student will read five paragraphs at the appropriate level* and then complete the imcomplete sentence so that it expresses the main idea of the paragraph.

*The student will continue to work at the assigned level, unless he/she correctly answered all of the exercises from Lesson 6. In that case, the student will advance to the next level.

GOAL II - Identifying the main idea of a paragraph.

Lesson 8: To demonstrate understanding of the main idea of a paragraph by restating completely in his/her own words, the main idea of the paragraph.

Activities:

1. Group review of concept of main idea of a paragraph. Work done independently during the previous lesson will be reviewed and corrected.

2. In groups of two the students will read orally paragraphs from supplementary material (newspapers, magazines, textbooks, manuals) and restate in their own words the main idea of the paragraph.

3. Independent study: The student will read five paragraphs at the appropriate level* and then restate completely in his/her own words the main idea of the paragraph in a well-written, complete sentence.

*The student will continue to work at the assigned level unless he/she correctly answered all of the exercises from Lesson 7. In that case, the student will advance to the next level.

GOAL II - Identifying the main idea of a paragraph.

Lesson 9: To continue to demonstrate the ability of restating the main idea of a paragraph in one's own words.

Activities:

1. Individual conferences to discuss work done during the preceding lessons; to review and correct work done during that time; and to answer any concerns or questions that persist concerning the main idea of a paragraph.

2. Independent study: The student will read five paragraphs at the appropriate level and then restate completely in his/her own words the main idea of the paragraph in a well-written complete sentence.

   The student will review the work that he/she did during the preceding lessons.

GOAL II - Identifying the main idea of a paragraph.

Lesson 10: Post-test

GOAL III - To be alble to locate specific details from paragraphs of varying degrees of difficulty.

Objectives:

The student will be able to:

1. Answer questions related to specific details in a paragraph from a newspaper.
2. Answer questions related to specific details in a paragraph from a magazine.
3. Answer questions related to specific details in a paragraph from a textbook.
4. Answer questions related to specific details in a paragraph from a governmental procedural manual.

The criteria for the successful completion of these objectives will be that the student must be able to correctly answer three out of the five exercises done each day.

GOAL III - Locating supporting details of a paragraph.

Lesson 1 - Pre-test

GOAL III - Locating supporting details from paragraphs.

Lesson 2: Given a paragraph, the student will be able to underline and number the specific details of a paragraph that support the main idea of that paragraph.

Activities:

1. Group Lesson: A paragraph is constructed so that there is a main idea and several supporting details. Each of the details pertain to the main idea and elaborate upon it in a variety of ways.

2. Text: Reading Skills: A Guide for Better Reading
In groups of two the students will do the exercises on Pages 14-20. At this time the students will identify the supporting details of the main ideas that were identified earlier.

3. Independent study: Each student will reread the five paragraphs that they read as part of Lesson 2 of Goal II and underline and number the supporting details of the paragraph.

GOAL III - Locating supporting details in a paragraph.

Lesson 3: Given a paragraph, the student will again underline and number the supporting details of a paragraph.

Activities:

1. Group Lesson: Review concept of paragraph structure and stress the relationship of supporting details to the main idea of a paragraph. Review work done during independent study period of preceding lesson.

2. In groups of two, the students will outline at least two of the paragraphs they reviewed, indicating the main idea and supporting details.

3. In groups of two, do pages 53-59 of the class text.

4. Independent study: Each student will reread the five paragraphs that they read as part of Lesson 3 of Goal II and underline and number the supporting details of the paragraphs.

GOAL III - Locating supporting details in paragraphs.

Lesson 4: Given a paragraph the student will be able to identify from a list of four choices the one detail that is not found in the paragraph and does not support the main idea of that paragraph.

Activities:

1. Group lesson: The students will identify supporting details of a paragraph that is read orally to them, from the supplementary material available (newspapers, magazines, textbooks, manuals, and other reading improvement texts).

2. In groups of two the students will review and correct the work done independently during Lesson 3.

3. Independent study: Each student will reread five paragraphs read as part of Lesson 4 of Goal II and choose from a list of four choices the one statement that is not a supporting detail of that paragraph.

GOAL III - Locating the supporting details of paragraphs.

Lesson 5: Given a paragraph, the student will again identify from a list of four choices the one statement that is not a supporting detail of that paragraph.

Activities:

1. The group will review and correct work done during the preceding lesson.
2. In groups of two the students will identify the supporting details of paragraphs read from the supplementary material that is available.
3. Independent study: Each student will reread the five paragraphs read as part of Lesson 5 of Goal II and choose from a list of four choices the one statement that is not a supporting detail of that paragraph.

GOAL III - Locating the supporting details of paragraphs.

Lesson 6: Given a paragraph, the student will be able to complete statements concerning the supporting details of that paragraph.

Activities:

1. From material that is read orally to the class by the teacher, the students will identify the supporting details of the paragraph.
2. In groups of two the students will review and correct the work done independently during the preceding lesson.
3. Independent study: Each student will reread the five paragraphs read as part of Lesson 6 of Goal II and complete the statements concerning the supporting details of the paragraphs.

GOAL III - Locating the supporting details of paragraphs.

Lesson 7: Given a paragraph, the student will again be able to complete statements concerning the supporting details of that paragraph.

Activities:

1. The group will review and correct the work done independently during the preceding lesson.
2. In groups of two, the students will read paragraphs to each other from available supplementary material picking out the supporting details of the paragraphs.
3. Independent study: Each Goal II student will reread the five paragraphs read as part of Lesson 7 of Goal II and complete the statement concerning the supporting details of the paragraphs.

GOAL III - Locating the supporting details of paragraphs.

Lesson 8: Given a paragraph, the student will restate the supporting details of the paragraph in his/her own words.

Activities:

1. From material read orally to the class by the teacher, the students will orally restate the supporting details of the main idea of the paragraph.

2. In groups of two the students will review and correct the work done independently in the preceding lesson.

3. Independent study: Each student will reread the five paragraphs read as part of Lesson 8 of Goal II and restate the supporting details of the paragraph in his/her own words.

GOAL III - Locating the supporting details of paragraphs.

Lesson 9: Given a paragraph, the student will again restate the supporting details of the paragraph in his/her own words.

Activities:

1. An individual conference will be held with each student to review and correct work done in order to achieve Goal III. Students will have the opportunity to clarify any questions concerning the use of the supporting details of the paragraph.

2. Independent study: Each student will reread the five paragraphs read as part of Lesson 9 of Goal II and restate the supporting details of the paragraph in his/her own words.

GOAL III - Locating supporting details of a paragraph.

Lesson 10: Post-Test

PRE-TEST - GOALS II and III

Lesson 1: Read each paragraph and answer the questions following them.

I. One reason is that recent research has challenged some long-held assumptions about the nature of the disease. Doctors used to think diabetes was brought on by a malfunctioning pancreas: the body just didn't produce enough insulin. However, when they began analyzing blood for insulin levels in the early 1960s, a curious fact became evident. Many diabetics, particularly those who developed symptoms when they were adults, have normal or higher-than-normal levels of insulin. But because of tissue abnormalities, the sugar level in the blood has risen despite the insulin.

Circle the correct answer.

A. The main idea of this paragraph is:

1. Due to tissue abnormalities, sugar level in the blood rises despite the insulin.

2. Those diabetics who developed the disease when adults, have normal levels of insulin.

3. Due to research, long-held assumptions about diabetes have been questioned.

4. It used to be thought that diabetes resulted from a malfunctioning pancreas.

B. The statement is not a supporting detail of this paragraph is:

1. Blood began to be analyzed for insulin in the early 1900s.

2. Due to tissue abnormalities, sugar level rises despite the insulin.

3. Diabetes is being widely studied.

4. Doctors used to think that diabetes was caused by a malfunctioning pancreas.

II. There is no reason to believe that the rush to the desert will diminish in the years ahead. It has become a place for motorcycle races--many unsupervised. Dune buggy enthusiasts are attracted to the desert's acres of sand dunes, a sort of natural roller coaster for these vehicles. To the rockhounds and campers, the desert offers constant adventure. All these people insist that they have a right to explore the desert in their own fashion. There is simply the fact that the desert is there, wide open and tremendous.

Complete the following sentences in your own words.

A. The main idea of this paragraph is:

People will continue to rush to the desert in the future.

B. Three supporting details of this paragraph are:

1. It is a place for motorcycle races.

2. Dune buggy enthusiasts are attracted to it.

3. Rockhounds and campers are attracted to it.

III. The last of the chimney sweeps who used to walk neighborhood streets looking for work atop old New Orleans houses was buried today. Perry Tillman, 71 years old, had worked cleaning and repairing chimneys until January of this year, when a heart ailment prevented him from climbing any more roofs.

Circle the correct answer.

A. The main idea of this paragraph is:

1. Perry Tillman retired due to a bad heart.

2. The work of a chimney sweep is too strenuous for most people.

3. Perry Tillman retired at the age of 71.

4. Perry Tillman was the last of the New Orleans chimney sweeps.

Complete this sentence in your own words.

B. Two supporting details of this paragraph are:

1. Perry Tillman had a heart ailment.

2. Perry Tillman was 71 years old.

IV. Wanted criminals are finding out that New Orleans is no place for them to be. When they're arrested in that city, police can tell, almost instantly, if they're wanted for another offense either in New Orleans or in another part of the country. As law breakers are booked, identifying information is entered on a computer keyboard. If they're being sought, that fact is flashed on a video screen. Apprehension of wanted criminals has increased significantly since the computer booking procedures was begun. And citizens in New Orleans, and elsewhere, can breathe a little easier.

Circle the correct answer.

A. The main idea of this paragraph is:

1. There is less crime in New Orleans due to the computer.

2. There are many new crime fighting innovations.

3. Since the computer became operative, there has been an increase in the apprehension of wanted criminals in New Orleans.

4. Information is entered on the computer keyboard.

B. The statement that is not a supporting detail of this paragraph is:

1. New Orleans citizens are not as afraid of crime as they used to be.

2. Computers are now being used to fight crime in New Orleans.

3. If a criminal is being sought, that fact is flashed on a screen.

4. New Orleans police are pleased with this new innovation.

V. Of all the intimidating social graces, the ability to order the correct wine--and to taste variations in quality--ranks among the greatest. To the uninitiated, the whole routine has always seemed like on great big put-on, but doubts usually crumble before the onslaught of vintage dates, vineyard names and grape varieties mustered by wine connoisseurs. Last week, however, the doubters found unexpected support from within the enemy camp itself in the latest chapter of a scandal that has shaken the entire French wine industry to its well-cultivated roots.

Complete the following sentences in your own words.

A. The main idea of this paragraph is:

the ability to order the correct wine is very difficult and intimidating.

B. Three supporting details of this paragraph are:

1. Wine connoisseurs know grap varieties, dates and vineyards.

2. The routine seems like a "put-on" to the uninitiated.

3. A scandal has shaken the French wine industry.

VI. Imagine yourself lost in the wilderness--don't you wish you had a Survival Knife? You could be using the sharp knife blade for dressing game and cleaning fish, or the saw blade for cutting down saplings for shelter. You could check the compass, the level, the thermometer (for gauging the wind-chill factor), all of them built into the large handle. Cold? Hungry? The handle contains water proof matches, a candle, even a couple of fishing hooks complte with line and sinker. The reverse of the knife blade is a whetstone; and this wonder (only six inches long) also features a bottle opener and a screwdriver.

Complete the following sentences in your own words.

A. The main idea of this paragraph is:

if you're lost in the wilderness you should have a Survival Knife.

B. Three supporting details of this paragraph are:

1. Sharp knife blade for dressing game.
2. Saw blade for cutting down saplings.
3. The compass, level, and thermometer could be checked.

VII. Change is painful. To discard the old is to discard certain sentiments and values. To live by the new is to challenge old habits, and to learn the new is in intself painful. These are some of the psychological reasons why human beings tend to resist culture change and why culture itself is said to have a static aspect.

Circle the correct answer.

A. The main idea of this paragraph is:

1. Culture change is resisted because change in itself is painful.
2. It is painful to learn new habits.
3. Psychologists have studied the effects of change in human beings.
4. People find it easy to discard old habits.

B. The statement that is not a supporting detail of this paragraph is:

1. Change is painful.
2. It is painful to learn new habits.
3. Human beings tend to resist culture change.
4. It is easy to discard old sentiments and values.

VIII. By far the larger part of the earth's soils are developed from weathered rock. As noted previously, when rock is exposed at the surface, it is subjected to both weathering and erosion, which create a mantle of unconsolidated material, known as regolith. Into the space between the individual particles in the regolith, water and air penetrate; plant roots secure a foothold; and life forms, represented by small burrowing animals, ants, earthworms, and bacteria, become established. The evolution of soil begins when organic forms start their existence in the upper part of the regolith.

Complete these sentences.

A. The main idea of this paragraph is:

the earth's soils are developed from weathered rock.

B. Three supporting details of this paragraph are:

1. The rock, exposed at the surface, subjected to weathering and erosion.

2. Regolith is an unconsolidated material.

3. Water and air penetrate the spaces between the particles of the regolith.

IX. Small animals, like the earthworm, feed upon humus and carry it downward into the soil. Large numbers of bacteria feed upon it, often converting it to other forms, and mix it with the mineral parts of the soil. Fungi, plants without green color, also feed upon it and in turn produce other organic compounds. The bodies of all of these plants and animals alike provide a further source or organic matter when they die. Certain of the bacteria have the ability to take nitrogen directly from the air and transform it so that it can be used by plant roots. The presence of nitrogen-fixing bacteria in large numbers insure high soil fertility.

Complete these sentences in your own words.

A. The main idea of this paragraph is:

nitrogen-fixing bacteria in large numbers insures high soil fertility.

B. Three supporting details of this paragraph is:

1. Small animals feed upon humus and carry it into the soil.

2. Large numbers of bacteria feed on it and mix it with other parts of the soil.

3. Bodies of all plants and animals provide a further source of organic matter.

X. (a) Required use. Except as provided in & 101-45.313-7, Standard Form 119 shall be used, without deviation, whenever either part of the inquiry provided for in & 101-45.313-3(a) with respect to contingent fees is answered in the affirmative. The form shall be used also, without deviation, in any other case where an agency desires to obtain such information. When, after use of the form, further information is required, it may be obtained in any appropriate manner. Submission of the form shall be required, normally, only of successful bidders and contractors.

Circle the correct answer.

A. The main idea of this paragraph is:

1. Section 101-45.313-3 requires that an inquiry be held.

2. There are a n-mber of instances when Standard Form 119 shall be used.

3. Forms shall be submitted only by successful bidders.

4. The government has many forms to be used by the contractors.

B. The statement that is not a supporting detail of this paragraph is:

1. Exceptions for the use of Standard Form 119 can be found in Section 101-45.313.7.

2. Only successful bidders and contractors must submit the form.

3. Section 101-45.313.3 requires all contractors to pay a fee.

4. Other information may be acquired in any appropriate manner.

XI. When the property selected is accounted for by weight, the authorized DHEW representative will prepare SF-123 identifying the property as miscellaneous electronic items in FSC Groups 58, 59, 66, and 69 or other FSC Groups convering similar electronic items, as applicable, followed by a brief description of tuners, receivers, condensers, etc. The total acquisition cost, actual or estimated, must be shown on the form. When the acquisition cost is computed by conversion of weight to dollars, or by other acceptable methods, care should be taken to reflect a value which is compatible with the original acquisition of the property.

Complete these sentences in your own words.

A. The main idea of this paragraph is:

that specific information is required on form SF-123 when the selected property is accounted for by weight.

B. Three supporting details of this paragraph are:

1. The property will be identified as miscellaneous electronic items.

2. It will have a brief description of tuners, receivers, etc.

3. The total acquisition cost must be shown.

XII. A determination may be made permitting the bidder to correct his bid where the bidder requests permission to do so and clear and convincing evidence establishes both the existence of a mistake and the bid actually intended. However, if such correction would result in displacing one or more higher bids, the determination shall not be made unless the existence of the mistake and the bid actually intended are ascertainable substantially from the invitation and bid itself. If the evidence is clear and convincing only as to the mistake, but not as to the intended bid, a determination permitting the bidder to withdraw his bid may be made.

Complete these sentences in your own words.

A. The main idea of this paragraph is:

that under certain conditions a bidder may correct his bid.

B. Three supporting details of this paragraph are:

1. If the bidder requests permission to change the bid and there is evidence of the mistake, it may be corrected.

2. The determination shall not be made if it displaces a higher bid unless it is clearly a mistake from the invitation and the bid.

3. If it is clear only as a mistake, but not as to the intended bid, the bidder may withdraw the bid.

LEVEL I

Goal II
Lesson 2: Underline the sentence(s) that contain(s) the main idea of the paragraph.

Goal III
Lesson 2: Number each part of a sentence that contains a supporting detail of the main idea of the paragraph.

1. Today, Little Nuie stands on the threshold of a new era. A recently completed airstrip is bringing the outside world in.. and letting some of the Nuieans out. The island's only hotel (40 beds) has just been built. Tourism, if it comes at all, will be measured in small portions but the undeniable impact of a regular air service is already changing the Nuiean way of life.

2. Arizona's poaching problem does not compare with that in other states. From January through June of this year a total of 5,500 arrests were made in Michigan, up 500 from last year. In Mississippi fines totaling $249,000 were levied this year, up $62,000 over 1978. And in Texas 118 violations were written last August, up from 58 the previous year.

3. There was a great social life in the town, much of it centering on the Copper Queen Hotel, an many of the women made periodic shopping trips to San Francisco for their clothes. There was a country club between Bisbee and Osborn, and there was a golf course. Greens were oiled sand and the course had no need of artificial hazards since the natural ones included snakes, wild horses, the railroad tracks and rivulets of water from the mine runoff.

4. The very muddy track conditions brought about two incidences where horses fell. In the ninth race Top Torch fell going into the clubhouse turn sending jocky Butch Avant into the rail. Avant suffered multiple cuts and bruises and received a mild concussion but was released from University Hospital. His brother Richard suffered a broken collarbone two weeks ago in a similar accident.

5. Florence Colebrook Powers is 89 years old, and her two tiny rooms in a residence hotel here are cluttered with mementos. There are newspaper clippings of her performance as a ballroom dancer at President Franklin D. Roosevelt's first inaugural ball in 1933. There is a picture of the family estate in Rochester, N.Y., with its five acres of velvety lawns. There is a 1920's photograph of her laughing with her husband, looking like Scott and Zelda Fitzgerald, in an open, custom-made care with the Arc de Triomphe in the background.

LEVEL II

Goal II

Lesson 2: Underline the sentence that contains the main idea of the paragraph.

Goal III

Lesson 2: Number each part of a sentence that contains a supporting detail of the main idea.

1. Starvation is only one of the ways in which hunger kills. People whose bellies are full can still die of malnutrition if their diets lact certain essential elements. Lack of protiens containing essential amino acids--found in milk, meat, fish, beans and nuts--can bring on Kwashiorkor, a wasting disease that kills tens of thousands of children each year in Africa, India, Southeast Asia and parts of South America. Kwashiorkor victims, whose tissues are usually swollen with fluid, develop scaly rash and liver troubles. They are most easily recognized by the characteristics that gave the disease its Ghananian name of "Red Johnny"; for reasons unknown, their hair turns a coppery color.

2. To the roll of drums, the Utah Stars began to peel away their warmup suits. For 10 days they had been training in rural northern Utah, in the gym of North Rich High School near Sweetwater Park Resort, and it was time to break camp. The only matter left on the pre-exhibition season schedule was an intrasquad game, something for the locals. As the drums rolled on, a squad of cheerleaders swept onto the floor, placed hands over young hearts and began to lead the crowd through the Pledge of Allegiance. On the sidelines one of the Stars, a 6'11" youngster of 19, a few months out of high school himself, covered his heart and joined. Suddenly, thunk! A teammate sent an elbow crashing into his ribs. He gasped, surveyed the other Stars, all of whom were in various poses of nonattention, and quickly became a model of indifference. Moses Malone had been introduced to professional basketball.

3. The main cause of the increase of food demand is, of course, the population explosion in the poorest countries. The world is growing at the phenomenal rate of at least 200,000 people a day, or 75 million a year. Unless the rate is checked, this planet's 3.9 billion inhabitants will double in number within 35 years. India's 2.2% annual growth rate will double the country's current population of 596 million by the year 2000. The apparent inability, or unwillingness, of most poor countries to restrain their proffigacy has embittered many agricultural economists. Nobel Laureate Borlaug complains that the higher yields of the miracle seeds were meant to give the underdeveloped nations ome time to reduce their population growth and begin upgrading their citizens' nutrition. Instead, he says, "Our efforts to buy time have been frittered away because political leaders developing nations have refused to come to grips with the population monster."

4. In West Germany, this year's apple harvest fell 41 per cent short of the 1973 crop. In Burma, a large sunflower plantation failed to produce any seed for the second year in a row. In Tunisia, a sudden slump in production caused honey prices to double. The major reason in every case: a steady and continuing decline in the world's population of bees. During the past decade, the number of man-tended bee colonies used to pollinate crops has fallen by 11 per cent--a net decrease of almost 200 billion bees and one that agriculturists see as an imminent threat to world food supplies. Already there are 'cultural deserts' devoid of bees,' said Professor Wilhelm Drescher, director of Bonn University's Bee Institute, last week. "We wonder how long this decline can go on before it becomes impossible to pollinate all the crops that need bees."

5. British psychiatrist Richard Mackarness believes that the orthodox concept of psychomsomatic illness should be turned on its head. Instead of mental disorder causing physical illness, he says, as much as one third of all mental illness may be caused by physical disorders--specifically, food allergies. He reasons that allergies affect the brain and produce mental problems, just as they affect the skin and stomach, producing rashes and indigestion.

LEVEL III

Goal II
Lesson 2: Underline the sentence(s) that contain(s) the main idea of the paragraph.

Goal III
Lesson 2: Number each part of a sentence that contains a supporting detail of the main idea.

1. Chromium makes steel hard, tough, and highly resistant to heat and corrosion. Chrome steel is used for such purposes as high speed tools, machine parts, acid-resistant containers, rust-resistant trimming, and armor plate. Chromium is also used in certain iron-nickel and cobalt-tngsten alloys. As a nonalloy, it is used to line furnaces and to make certain chemicals. Important uses in the chemical industries are for dyes, pigments, and tanning extracts (hence, chrome leather).

2. The extensive fishing grounds of western Europe are matched on the opposite side of Eurasia by those directly next to or near Japan. Japan is the world's chief fishing nation, and the bulk of the catch is taken from waters south of Japan and Korea. Even more than in western Europe, the meager agricultural resources of Japan, accompanied by high population densities, force great reliance on the resource of the sea. In addition to waters near the homeland, the Japanese fish far afield, not only in the North Pacific, but in the waters of Antarctica and the South Seas.

3. Direction is determined by a weather vane. A rod, with a pointer at one end and a relatively wide vertical surface or plate at the other, is mounted so that it can rotate freely about a perpendicular shaft. Indicators of direction are fixed accurately on the shaft. As the wind blows, the pressure which it exerts on the vertical surface of the vane causes the pointer to swing around into the direction from which the wind is blowing. Thus, a west wind is a wind blowing from the west. By reference to the direction indicators, the direction of the wind can be ascertained.

4. People of primitive cultures were governed by the major climatic elements in matters of clothing and shelter. Prehistoric man sought shelter in caves as protection against the frigid blasts from retreating ice sheets. Later, with the disappearance of the ice, he came out from the caves to occupy rock shelters such as those that line the valley sides of the Vezere river in southwestern France. Similarly, the placing of primitive settlements near sources of water and the avoidance of waterless areas suggest their complete dependence on natural moisture.

5. The most fixed social system known is called a caste system. In it the lines between the social classes are drawn by heredity. To be a member of a privileged class one must be born into it. In a caste system social status is passed from one generation to the next. In these societies it is impossible, or nearly so, for one to achieve higher status than that of his parents. He may, by disregarding the traditions which are common to his particular social class, lose caste and fall to a lower rank.

LEVEL IV

Goal II

Lesson 2: Underline the sentence(s) that contain(s) the main idea of the paragraph.

Goal III

Lesson 2: Number each part of a sentence that contains s supporting detail of the main idea.

1. Any bidder who has previously furnished a Standard Form 119 to the office issuing the invitation or negotiating the contract may be permitted to accompany his bid with, or submit in connection with the proposed contract, a signed statement indicating when such completed forms was previously furnished, identifying by number the previous invitation or contract in connection with which such form was submitted; and representing that the statements in such previously furnished form are applicable to such subsequent bid or contract. In such case, submission of an additional completed Standard Form 119 need not be required.

2. The methods used to achieve the above objectives stated in paragraph (a) of this section are the requirements for disclosure of the details of arrangements under which agents represent concerns in obtaining Government contracts, and the prohibiting, by use of the convenant against contingent fees, of certain types of contractor-agent arrangement. The Criminal Code will apply in any case involving actual criminal conduct.

3. Heads of executive agencies are authorized (with power of redelegation as provided in && 101-45.803(b) and 101-45.804(d), in order to minimize delay in contract awards, to make the administrative determinations described in this &101-45.803 in connection with mistakes in bids alleged after opening of bids and before award. The authority contained herein to permit correction of bids is limited to bids which, as submitted, are responsive to the invitation for bids, and may not be used to permit correction of bids to make them responsive. This authority is in addition to that in &101-45.802 or that which may be otherwise available.

4. Preferential treatment, normally, shall not be accorded to any mode of transportation or to any particular carrier when arranging for domestic transportation services. However, where, for valid reasons, use of particular types of carriers is necessary to meet program requirements, only specified types of carriers will be considered. Examples of the need for particular types of carriers would be (a) where only certain modes of transportation could provide the required service or meet the required delivery date; or (b) where the consignee's installation and related facilities preclude, or are not conducive to, service by particular modes of transportation.

5. Before signing the carrier's delivery receipt, the Government consignee (or representative) shall place thereon a notation detailing the nature and extent of all apparent overages, shortages, visible damages, or other discrepancies in the quantity and condition of property received, as compared with that shown on the covering bill of lading. Any notation placed on the carrier's delivery receipt should also be shown on the consignee's copy of the delivery receipt of freight bill. Notations should be signed by the consignee and by the carrier's driver or representative.

LEVEL I

Goal II
Lesson 3: Underline the sentence(s) that contain(s) the main idea of the paragraph.

Goal III
Lesson 3: Number each part of the sentence that contains a supporting detail of the main idea.

1. University of Arizona Homecoming festivities blast off next Friday night with the Mexican fiesta for which Mike de la Fuente is even now collecting Bacardi, pinatas and a mariachi band. The Braniff's the scene of the action this year, it will be the locale of the post-game Greek reunions and class reunions, the Sunday lettermen's breakfast and Saturday night all alumni buffet supper and dance.

2. Breast cancer can spread through the bloodstream or lymphatics, the thin-walled vessels that meander from breast to lymph nodes (glands) in various parts of the body. They drain tissue fluids from the breast and if cancer cells get into the fluid, the glands filter them out. The lymph nodes are located in the armpit and behind the breastbone inside the chest. Breast cancer is more apt to spread by way of the lymphatics than bloodstream. A doctor can feel most of the glands in the armpit and tell if they are enlarged, he cannot assess the ones behind the breastbone without opening the chest.

3. When a lump is suspected of being cancerous, doctors usually devise a biopsy. Usually it is done in a hospital with the doctor sending the lump to a pathologist for testing, while the patient is still anesthetized. Sometimes doctors will remove a part of the lump by aspiration, using a hollow needle. The procedure can be done in the office under local anesthesia. But since only a sliver of tissue is removed, it is possible that while the cells removed are not cancerous, cancer cell may lurk elsewhere in the lump. Few surgeons are willing to rely on needle biopsies.

4. Fifteen years ago a study was made in Massachusetts on the visibility of various colors in the field. It was a cooperative effort of the Massachusetts Game and Fish Department and the U.S. Army "Hunters" wearing different colored clothing were stationed along a route which observers walked, conditions covered a variety of vegetational cover and lighting conditions. Blase orange was seen by 98 per cent of the observers. Neon red was second with 89 followed closely by fire orange with 88. Other color percentages were arc yellow with 80, red with 78 and white with 70.

5. There are some collector's items of homes in Tucson, most of them built in the 1930s, and some of the finest examples are to be found in the Catalina Foothills. They are called Joesler houses and have a peculiarity of charm which is hard to analyze, but is cherished by those lucky enough to own them.

LEVEL II

Goal II

Lesson 3: Underline the sentence that contains the main idea of the paragraph.

Goal III

Lesson 3: Number each part of a sentence that contains a supporting detail of the main idea.

1. Most people would agree these days that organizations run on individual achievement. With few exceptions, it seems, we consider teamwork and pride in one's group to be either old-fashioned notions or sources of restraint on individual effort. Even in athletics, the traditional bastion of esprit de corps, individual aspiration appears to be gaining at the upper hand as superstars leave their championship teams for monetarily greener pastures. Selfless commitment to a group goal, we assume, is an outmoded value, obsolete in business firms where the only thing members have in common is their employer.

2. The basic cause of the bees' demise, according to Apimondia, the Bucharest-based world bee-culture organization, is technological progress. Growing urbanization, for example, is paving over many of the fields the insects use for nectar and pollen. Most important, many of the bees are succumbing, directly or indirectly, to the impact of pesticides. In West Germany, wheat farmers' herbicides are killing off the cornflowers on which bee colonies forage, in the U.S. pesticides aimed at gypsy moths and other scourges are also wreaking havoc on the beneficial bees, and two years ago, cotton farmers' insecticides wiped one-third of the cultivated bees in Guatemala and Nicaragua.

3. If there is a rare sense of excitement in the still-young Broadway season, one good reason is the brilliant acting of Anthony Hopkins in Peter Shaffer's "Equua," which is the rarest of rarities, a serious play that's a smash hit. As a psychiatrist probing the psyche of a teenage boy who has committed a shocking crime--blinding six horses with a metal spike--Hopkins gives one of those all-out British performances, sweeping the histrionic scale from pianisimo to superfortissimo, that have given many American actors an inferiority complex and many British actors a superiority complex.

4. Affluence, as well as population, easts into the world's food supply. As standards of living in the developed nations rise, their citizens not only waste food, and feed millions of tons of it to pets, but they increasingly eat their food in forms that enormously burden the earth's agriculture. People in developing countries eat roughly 400 lbs. of grain per capita annually (barely more than the pound daily they need for survival), mostly in the form of bread or gruel; but an American consumes five times that amount, mostly in the form of grain-fed beef, pork and chicken. The industrial world's way of

eating is an extremely inefficient use of resources. For every pound of beef consumed, a steer has gobbled up 20 lbs. of grain. Harvard Nutritionist Jean Mayer notes that the same amount of food that is feeding 210 million Americans would feed 1.5 billion Chinese on an average diet.

5. Children who survive starvation remain scarred for life. No amount of vitamin D will straighten legs bowed by rickets; proper portions of essential proteins cannot undo the damage done to a growing child's brain by their absence. Brain cells require protein, and they need it from the very moment that life begins. At least 80% of all human brain growth occurs between conception and the age of two. This growth cannot take place in the fetus if the mother is malnourished, and it cannot be accomplished in the infant if he is starving. Nor will it happen later. In many cases, brain development that does not occur when it is supposed to does not take place at all. Thus hungar is condemning countless thousands of infants--from Harlem to the Sahel--to the twilight zone of mental retardation, and leaving them no hope of deliverance.

LEVEL III

Goal II
Lesson 3: Underline the sentence(s) that contain(s) the main idea of the paragraph.

Goal III
Lesson 3: Number each part of the sentence that contains a supporting detail of the main idea.

1. Australia has more plains than it has higher and rougher lands. One continuous plain crosses Australia from the shores of the Great Australian Bight in the south of the Gulf of Carpentaria in the north, and other plains occur along the eastern and western coasts (Fig. 7-11). However, this condition is not as favorable as it sounds, for most of the plains, square mile after square mile, are either arid or semiarid. Australia has plenty of low and nearly level land, but far too much of it is dry country.

2. In the physical and natural sciences, except astronomy, geology, and meteorology, the laboratory technique has become the primary method of study. In the physical sciences particularly, the laboratory provides ideally controlled conditions for manipulating matter to learn its properties and behavior. In the natural sciences they physical properties of creatures, particularly of dead ones, can be as rigorously controlled, although to learn about behavior, more flexible conditions must be dealt with, or as the scientist say it, variables are more difficult to control.

3. The surface of the earth's crust presents an amazing variety of forms. It has been wrinkled, warped, broken, and worn into many shapes. Such shapes are landforms, whether they be small or large, simple or complex. Their enormous variety is barely suggested by such examples as volcanoes, canyons, fiords, sand dunes, plains, tablelands, and mountain ranges. Despite the great proportion of the earth's surface that is covered by water, it is landforms of the continents and islands that constitute the foundation of man's habitat. No other physical element is, literally, more basic.

4. One common feature of a large group of climatic types is the presence of a definite, though mild, winter season. Temperatures during one part of the year drop below those in the Tropical Moist climates previously discribed. The lower temperatures induce a period of rest from growth activity in the plant life. Not only does this bring about a change in the individual plant species from those characteristic of the moist tropics but it also introduces a definite seasonal rhythm in the cycle of plant life which becomes more pronounced with increased severity of the winter season.

5. The two main types of marriage systems are monogamy (pair marriage) and polygamy (plural marriage). Polygamy has been the most common throughout history. It takes two forms: polyandry, in which a wife has two or more husbands; and polygyny, in which a man has two or more wives. This second form of plural marriage has been much more common, historically, than the first, and still is, although polyandry still exists in parts of India, on the high plateau of Tibet, and in other scattered localities.

LEVEL IV

Goal II

Lesson 3: Underline the sentence(s) that contain(s) the main idea of the paragraph

Lesson 3: Number each part of a sentence that contains a supporting detail of the main idea.

1. The holding agency shall transfer directly to the Red Cross, upon receipt of request and shipping instructions provided for in &101-44.403, all items of such surplus property so requested. One copy of such request and shipping instructions shall be enclosed with the shipment or attached to shipping documents. The shipments shall be made f.o.b. installation, transportation charges collect.

2. Property eligible for donation to the Red Cross which, because of deterioration for other reasons, the Red Cross declines, in writing, to request as a donation or as to which no action is taken by the Red Cross within the 20-day period prescribed in &101-44.403, shall be disposed of as other surplus. When such Red Cross property is offered for disposal, the disposal document shall provide for a certification to the effect that all Red Cross labels or other Red Cross identifications will be obliterated or removed from such property before used by the recipient or transfer by him to other users.

3. Executive agencies without transportation officers, or those in need of assistance on transportation matters, shall obtain assistance from transportation officers, Transportation and Communications Services, located in the 10 GSA regional offices, except that agencies located in the metropolitan area of Washington, D.C. shall obtain such assistance from the General Services Administration, Transportation and Communications Services, Washington, D.C. 20405.

4. When loss or damage which was not apparent at the time of delivery from the carrier is subsequently discovered on opening the packages, the carrier shall be promptly notified and asked to make an inspection of the property involved. Notification and request for inspection shall be made by telephone and confirmed in writing, and a copy shall be returned for claim purposes. Wrappings and packing materials and any unopened packages shall be retained for the carrier's inspection. A copy of the carrier's inspection report shall be requested for use in determining liability or preparing a claim; or in case the carrier waives the opportunity to perform an inspection, a copy of the waiver shall be requested.

5. As deemed necessary and after adequate advance notice to the agencies affected, or upon request of agencies, GSA will make on-site surveys of transportation activities and will make recommendations, when necessary, for changes in agencies' policies, standards, practices, and procedures to improve transportation concepts and operations at all levels.

LEVEL I

Goal II

Lesson 4: From the four choices, choose the sentence that best states the main idea of the paragraph.

Goal III

Lesson 4: From the four choices, choose the one statement that is not found as a supporting detail in the paragraph.

1. The FHA's down payment schedule has been drastically revised. To illustrate, under the old law the down payment schedule was 3 per cent of the first $15,000 of appraised value, 10 per cent from $15,000 to $25,000 and 20 per cent from $25,000 up. Under the new law the schedule is 3 per cent of the first $25,000 of appraised value, 10 per cent from $25,000 to $35,000 and 20 per cent from $35,000 up.

II. The main idea of this paragraph is:

1. Three per cent of the first $25,000 of appraised value is the down payment under the new law.

2. The down payment schedule of the FHA has been radically changed.

3. The old FHA down payment schedule was more difficult for people to meet.

4. The old schedule required a down payment of 10% from $15,000 to $25,000.

III. The one statement that is not a supporting detail of this paragraph is:

1. The new FHA down payment schedule is basically the same as the old one.

2. There is a new FHA law.

3. The new law requires a 3% down payment on the first $25,000 of the appraised value.

4. The old law requires 3% of the first $15,000 of appraised value.

2. Company stores have been built at different times, when the need arose, and have no common architecture. The original store at Tyrone mine in New Mexico had a marble staircase. The old Morenci store, still standing, is several stories high, square, and built of stone which was put together with steel pegs by Italian stonemasons. The old building has never developed a crack and all flooring in it is maple, as it is in the Douglas store.

II. The main idea of this paragraph is:

1. The stores at Tyrone and Morenci were built differently.
2. The flooring in the Morenci and Douglas stores is made of maple.
3. There is no common architecture of company stores.
4. All company stores had marble staircases.

III. The statement that is not a supporting detail of this paragraph is:

1. Italian stonemasons helped build the old Morenci store.
2. There was a marble staircase in the original store at Tyrone mine.
3. The flooring at the Morenci and the Douglas store is all maple.
4. All company stores have the same architecture.

3. The old argument about psychoanalysis and artists still rages: Would the artist lose his creative juices with his hangups? For Dory Previn, the argument would seem to be not merely academic. Her songs have been about her personal metal agonies from the beginning, and the subjects are the same on her latest album, "Dory Previn".

II. The main idea of this paragraph is:

1. Dory Previn sings about her personal troubles.
2. All singers sing about their personal troubles.
3. On her latest Dory Previn continues to sing about her personal problems.
4. It is asked if artists would be as great as they are if they weren't troubled.

III. The statement that is not a supporting detail of the paragraph is:

1. The title of Dory Previn's new album is "Dory Previn".
2. Ms. Previn's new album deals with the same theme that many of her past songs have dealt with.
3. The theme of Dory Previn's new album is "love".
4. Dory Previn's songs have been about her personal and mental agonies.

4. The American automotive industry, once the bellwether of the nation's mighty industrial machine, has been enmeshed in a progressively worsening recession for the past two months without exerting any major impact on the rest of the domestic economy. Now, however, a significant change may be evolving--and it could spell trouble for the myriad businesses and individuals linked directly or indirectly to the fortunes of the car manufacturers.

II. The main idea of the paragraph is:

1. The American car industry has been experiencing a recession for the past twelve months.
2. The car industry has not affected other industries.
3. The recession bing felt by the car industry will soon affect many other businesses and people.
4. In the past when the automobile industry prospered many of America's industries prospered.

III. The statement that is not a supporting detail of this paragraph is:

1. Soon, the slump in the automobile industry will effect other industries.
2. The auto industry is beginning to see gains in its productivity.
3. The auto industry has been in difficulty for the past two months.
4. The auto industry's slump has not as yet affected other industries.

LEVEL II

Goal II

Lesson 4: From the four choices choose the sentence that best states the main idea of the paragraph.

Goal III

Lesson 4: From the four choices, choose the one statement that is not a supporting detail in the paragraph.

1. Images of the Shah are omnipresent in Iran. Framed portraits of him hang in the airports, in banks, in movie houses, and in every small shop. Huge oil paintings adorn the lobbies of hotels. The Shah's statue stands alone in parks and at the entrances to small towns. His face is on the stamps and in every office. Foreigners learn not to ask about these pictures because questions produce only shrugs and smiles. Iranians mention the Shah's name only to pay tribute.

II. The main idea of this paragraph is:

1. In Iran, it is only proper to mention the Shah's name to honor him.

2. Pictures of the Shah of Iran can be found in hotels and banks.

3. The image of the Shah of Iran can be found all over Iran.

4. Pictures of the Shah's family abound in Iran.

III. The statement that is not a supporting detail of this paragraph is:

1. Movie houses and shops have pictures of the Shah.

2. Statues of the Shah can be found in parks.

3. Paintings of the Shah are not found in airports.

4. The Shah's name is mentioned only in tribute by Iranians.

2. The olympic mantel fell again last week--at long last--upon the peaceful Adirondack Mountain village of Lake Placid. The International Olympic Committee, assembled in Vienna in its traditional setting of splendor and quasi-royal indifference, selected the unpretentious upstate New York town to stage the XIII Winter Games in 1980. The choice was not unexpected. Indeed, it could scarcely have been avoided, for by the time the IOC convened, Lake Placid had come to be the only place in the world that wanted the job.

II. The main idea of this paragraph is:

1. Lake Placid has been selected as the site for the 1980 Winter Olympics.
2. Lake Placid was the only place that wanted to host the 1980 Olympics.
3. The Olympic Committee meeting in Vienna is responsible for choosing the sites of future Olympics.
4. Vienna and France turned down a chance to host the Olympics.

III. The statement that is not a supporting detail of this paragraph is:

1. Vienna was disappointed when not chosen as an Olympic site.
2. Lake Placid is in New York State.
3. The International Olympic Committee assembled in Vienna.
4. The only place to want the 1980 Winter Olympics was Lake Placid.

3. Alexander the Great may have been the world's first aquanaut. Legend has it that he once descended briefly to a depth of fifty feet, wearing a specially blown glass jar over his head with a breathing tube running to the surface. He was compelled, we are told, by an obsessive desire to see for himself what lay beneath the blue Aegean.

II. The main idea of this paragraph is:

1. Alexander the Great was able to satisfy his desire to see what lay under the Aegean.
2. The first aquanaut was probably Alexander the Great.
3. Alexander the Great descended under the water with the use of a blown glass jar.
4. Present day aquanauts learned a great deal from Alexander the Great.

III. The statement that is not a supporting detail of this paragraph is:

1. Alexander the Great descended fifty feet under water.
2. The first aquanaut was Alexander the Great.
3. Alexander the Great wore a blown glass jar on his head.
4. Alexander the Great explored under the water in order to search for treasure.

4. Hypnosis works. Laboratory research to date allows us to say that with confidence, even as the clinical applications of hypnosis proliferate. From the pain-filled rooms of cancer patients to antismoking clinics, from dental surgeries to maternity wards, hypnosis is gaining ever wider acceptance as a weapon against pain. While there are many unanswered questions about how hypnosis works and whom it will work for; enough evidence is in to support it fully as a therapeutic tool.

   II. The main idea of this paragraph is:

      1. Hypnosis has been successfully used to cure smokers of the habit.

      2. We still don't know how hypnosis works.

      3. Hypnosis cannot be used on everyone.

      4. Research has proven that hypnosis works in many different situations.

   III. The statement that is not a supporting detail of this paragraph is:

      1. Through hypnosis, disease are cured.

      2. Hypnosis is a weapon against pain.

      3. Hypnosis has been used to help cancer patients endure pain.

      4. There is evidence available to support hypnosis as a therapeutic tool.

5. During the 19th century, two great illnesses were romanticized: comsumption, now called tuberculosis, and madness, now called schizophrenia. Romanticizing tuberculosis has faded from fashion and the disease is now recognized for the sickness it is, but schizophrenia is undergoing a fresh bout of romantic delirium. We call this fantasy about mental illness the psychedelic, or romantic, model of madness.

   II. The main idea of this paragraph is:

      1. Tuberculosis is no longer romanticized.

      2. Although tuberculosis and schizophrenia had been romanticized during the 19th century only schizophrenia is still being romanticized.

      3. Schizophrenia is still being romanticized.

      4. All diseases, at one time, have been romanticized.

III. The statement that is not a supporting detail of this paragraph is:

1. Tuberculosis is no longer being romanticized.
2. Tuberculosis is still being romanticized in this day and age.
3. Schizophrenia was romanticized during the 19th century.
4. A fantasy about mental illness is called romantic model of madness.

LEVEL III

Goal II
Lesson 4: From the four choices, choose the sentence that best states the main idea of the paragraph.

Goal III
Lesson 4: From the four choices, choose the one statement that is not found as a supporting detail in the paragraph.

1. Erosion is primarily a process of "pick up and carry" of weathered materials. As earth materials are carried they may be used further as grinding and scouring tools to wear away and break up other rocks; this is corrasion or abrasion. For example, corrasion occurs when boulders and finer materials are rolled, bounced, and dragged against the bed of a stream and against one another. The agents of erosion are moving water, moving air, and moving ice. Accent is placed on motion, for without it the agents have not power to do work; stagnant water can cut no valleys, still air can carry no dust nor shift any sand, and stationary ice can move no regolith nor cut and scour bedrock surfaces.

II. The main idea of this paragraph is:

1. Erosion is caused by movement of water, air, and ice.

2. Corrasion is the same as abrasion.

3. Earth materials are used as grinding and scouring tools.

4. Without movement, air cannot carry dust or shift sand.

III. The statement that is not a supporting detail of this paragraph is:

1. Corrasion occurs in the bed of a stream.

2. Without movement, ice cannot scour bedrock surfaces.

3. Erosion occurs all of the time.

4. Abrasion is another word for corrasion.

2. Aluminum is more abundant than iron in the rocks of the earth's crust. Yet as recently as a century ago, metallic aluminum was rare and costly. Even at the beginning of the present century, it was so scarce that the selling price was $2 per pound. Today it is a common and inexpensive metal with many uses. The change occurred because modern techniques allowed rapid and ready transformation of aluminum ore to alumina (aluminum oxide) and the transformation of alumina into metallic aluminum. When the industrial world discovered the many useful properties of metallic aluminum, the demand for more and more aluminum at lower prices rapidly increased.

II. The main idea of this paragraph is:

1. Aluminum used to be very expensive.
2. Aluminum is more abundant than iron in the earth's crust.
3. Due to new methods of making metallic aluminum, the price of aluminum is low today.
4. There is a great demand for aluminum at a low price.

III. The statement that is not a supporting detail of this paragraph is:

1. At the beginning of this century aluminum was selling at $2 per pound.
2. Aluminum is a common and inexpensive metal today.
3. Aluminum ore is changed into alumina, which is then changed into metallic aluminum.
4. Aluminum is abundantly found all over the world.

3. A mature valley represents the second major stage in valley shape. The original V-shape has been modified by laterial erosion so the valley has an asymmetrical profile. Lateral erosion occurs on the outside of each curve of the stream where it produces a definite undercut bluff. On the inside of each curve, part of the load of the stream is deposited to form an arc-shaped valley flat; this marks the very beginning of a river plain. As a result of cutting on the outside of each bend and deposition on the inside, the stream widens its valley bottom and it curves, or meanders, more and more as time goes on.

II. The main idea of this paragraph is:

1. The valley flat marks the beginning of a river plain.
2. Valleys are formed gradually.
3. Lateral erosion causes an undercut bluff.
4. The second stage in valley shape is a mature valley.

III. The statement that is not a supporting detail of this paragraph is:

1. Lateral erosion modifies the original v-shape.
2. Valleys are caused by erosion.
3. Lateral erosion produces an undercut bluff.
4. The valley flat marks the beginning of a river plain.

4. One of the dangers of isolating facts is that we fail completely to see their significance. Suppose, for example, that you are studying the cellular structure of your own skin. You find that each cell is held together by a delicate membrane, but that there is not wall such as you have seen in the root tissues of an onion. This discovery that cells of human dermis have no walls is not much help in understanding your design. And you do not learn much more if you simply compare your cells with the walled-in design of onion cells. But suppose you explore more widely and find that plant cells nearly always have walls, while animal cells do not. You begin to suspect there is some significance in this difference.

II. The main idea of this paragraph is:

1. Cells of human dermis have no walls.

2. Plant cells always have walls, while animal cells don't.

3. Each cell of human skin is held together by a delicate membrane.

4. When isolated, facts are meaningless.

III. The statement that is not a supporting detail of this paragraph is:

1. Plant cells nearly always have walls.

2. Isolated facts do not provide one with understanding.

3. The cells of the root tissue of an onion have walls.

4. A cell is held together by a delicate membrane.

5. The late Charles H. Cooley, first-generation sociologist who spent his professional life at the University of Michigan, developed a profound understanding of human nature, its origin and shaping, by observing his own children as they grew from infancy. Conclusions he reached about the social self, its origin, and its identity with the primary group are valid still. He observed well and reported his tested knowledge with great accuracy.

II. The main idea of this paragraph is:

1. Charles H. Cooley worked most of his life at the University of Michigan.

2. Dr. Cooley was very observant and worked with great accuracy.

3. Most famous sociologist learned much from studying their own children.

4. The sociologist, Charles H. Cooley, developed most of his theories about human nature by observing his own children.

III. The statement that is not a supporting detail of this paragraph is:

1. Charles H. Cooley was the only sociologist to develop theories about the primary group.
2. Dr. Cooley was accurate and observant.
3. Dr. Cooley's conclusions about the social life are still valid.
4. Dr. Cooley spent his professional life at the University of Michigan.

Goal II

Lesson 4: From the four choices, choose the sentence that best states the main idea of the paragraph.

Goal III

Lesson 4: From the four choices, choose the one statement that is not found as a supporting detail of the paragraph.

1. After the opening of bids, sales contracting officers shall examine all bids for mistakes. Where the sales contracting officer has reason to believe that a mistake may have been made, he shall request from the bidder a verification of the bid, calling attention to the suspected mistake. If the bidder alleges a mistake, the matter shall be processed in accordance with the Subpart 101-45.8. Such actions shall be taken prior to award.

II. The main idea of this paragrsph is:

1. There is a procedure for dealing with bids that contain mistakes.

2. A verification shall be requested from the bidder.

3. The mistake will be processed according to Subpart 101-45.8.

4. Prior to the award action will be taken.

III. The statement that is not a supporting detail of this paragraph is:

1. All bids are examined for errors.

2. The sales contracting officer examines the bids.

3. The bidder is asked for a verification of the bid.

4. Bids that contain mistakes are discarded.

2. Arrangements for ocean transportation services should be made in accordance with the provisions of section 901(b) of the Merchant Marine Act, 1936, as amended (46 U.S.C. 1241(b)), on the use of U.S. flag commercial vessels. (See also &5-19.108 concerning implementing policies and procedures followed by General Services Administration.)

II. The main idea of this paragraph is:

1. The Merchant Marine Act has information about the use of U.S. flag commercial vessels.

2. In order to make arrangement for ocean transportation one should refer to the Merchant Marine Act, 1936.

3. More information can be found in section 5-19.108.

4. The General Services Administration has many policies and procedures.

III. The statement that is not a supporting detail of this paragraph is:

1. Section 901(b) of the Merchant Marine Act, 1936 is concerned with U.S. flag commercial vessels.

2. The Merchant Marine Act of 1936 was amended by 46 U.S.C. 1241(b).

3. More information can be found in Section 5-19.108.

4. Provisions of section 910(b) relate to air transportation.

3. Any clerical mistake apparent on the face of a bid may be corrected by the sales contracting officer prior to award if the sales contracting officer has first obtained from the bidder verification of the bid actually intended. An example of such an apparent mistake is an error in placing the decimal point (e.g., a bidder bids $10 each on 10 units, but shows an extended price of $1,000 or a bidder bids $0.50 per lb. for 1,000 lbs. but shows an extended price of $50). Any correction made pursuant to this §101-45.802 shall be reflected in the award document, if an award is made on the corrected bid.

II. The main idea of this paragraph is:

1. Many bids have errors; especially decimal point placement errors.

2. A sales contracting officer may correct an incorrect bid.

3. There are procedures for correcting a bid that is incorrect due to clerical errors.

4. The officer must obtain a verification of the correct bid from the bidder.

III. The statement that is not a supporting detail of this paragraph is:

1. Bids of $1,000 or more must be verified by the bidder.

2. Clerical errors are found on bids.

3. A sales contracting officer may correct a bid by getting a verification of the intended bid from the bidder.

4. An example of a clerical error is a misplace decimal point.

4. Holding agencies shall cooperate with the Red Cross by informing the National Headquarters, 17th and D Streets, NW, Washington, D.C. 20006, Attention: General Supply Office, of any surplus property in their custody which meets the criteria in &101-44.400. By memorandum, letter, or other means of communication, the holding agencies shall provide information, regarding suggested shipping facilities, quantity, description, condition, and location of such property in their inventories.

II. The main idea of this paragraph is:

1. The National Headquarters of the Red Cross is in Washington.
2. The Red Cross shall be notified by a memorandum or letter.
3. All surplus material is given to the Red Cross.
4. Holding agencies shall cooperate with the Red Cross by notifying them of surplus property.

III. The statement that is not a supporting detail of this paragraph is:

1. Holding agencies must get special authorization to donate material to the Red Cross.
2. The Red Cross Headquarters is located in Washington, D.C.
3. Holding agencies will furnish the Red Cross with information concerning quantity, description, and condition of property.
4. The Red Cross shall be notified by memorandum, letter, etc.

5. The number of copies prepared, and the distribution, of Standard Form 361 shall be in accordance with the requirements of the agency or agencies involved. In cases where the receiving agency is not responsible for establishing the liability for discrepancies in shipments, or for recovering the value of losses sustained through these discrepancies, the distribution of this form shall include the requirements of the agency which is responsible for performing such functions.

II. The main idea of this paragraph is:

1. Some agencies don't require the distribution of Form 361.
2. There are procedures established for distribution of Standard Form 361.
3. There are procedures established for discrepancies in shipments.
4. Some agencies are not responsible for discrepancies in shipping.

III. The statement that is not a supporting detail of this paragraph is:

1. Each agency has requirements concerning the distribution of Form 361.
2. Form 361 deals with shipping discrepancies.
3. In some cases, the distribution of Form 361 shall include the requirements of the agency.
4. The number of copies of Form 361 to be distributed shall be determined by each agency.

LEVEL I

Goal II

Lesson 5: From the four choices, choose the sentence that best states the main idea of the paragraph.

Goal III

Lesson 5: From the four choices, choose the one statement that is not found as a supporting detail of the paragraph.

1. Adding to the confusion around breast cancer is the fact that a woman's survival hinges upon whether or not the cancer has spread from the breast to the lymph nodes and from there to other parts of the body. The disease is expected to kill 32,500 women this year, according to federal health statistics. Women whose cancer is detected and treated before the disease has spread to lymph nodes have a five-year survival rate about 85 per cent and a 10-year survival rate of 65 per cent. Women whose cancer has spread to lymph nodes stand a 50 per cent chance of surviving for another five years. Their 10-year survival rate is 25 per cent.

   II. The main idea of this paragraph is:

   1. 32,500 women will die of breast cancer this year.
   2. Survival from breast cancer depends on whether or not the cancer has spread to the lymph nodes.
   3. All women are subject to contacting breast cancer.
   4. Cancer is caused by lymph nodes.

   III. The statement that is not a supporting detail of this paragraph is:

   1. According to federal statistics, 32,500 women will die of breast cancer this year.
   2. 85% of women whose breast cancer is treated before it spreads to the lymph glands survive at least five years.
   3. All women who have breast cancer die within ten years.
   4. Cancer of the breast travels to the lymph nodes and then to the other parts of the body.

2. Some 7.5 million people are potential hearing aid users--yet a federal report contends there are acceptable performance standards for the devices, only weak state laws regulating who may sell them, and no guarantees that the hard-of-hearing buyer has had proper medical attention.

II. The main idea of this paragraph is:

1. There are no good state laws governing standards for hearing aids.
2. 7.5 million people use hearing aids.
3. Many hard of hearing people do not get proper medical attention.
4. The laws that govern who sells hearing aids are poor.

III. The statement that is not a supporting detail of this paragraph is:

1. Hard of hearing people are 7.5% of the population.
2. There are not acceptable standards for hearing aids.
3. There are weak state laws that regulate who may sell hearing aids.
4. There are 7.5 million people who are potential wearers of an hearing aid.

3. Northern California has become the center of the nation's home birth movement with lay midwives in attendance. Sixteen other states permit midwifery under colonial or early 19th century laws never removed from the books. But in most of these states --among them New York, Oklahoma, Texas and Washington--few lay midwives are found. Seventeen states prosecute both lay and nurse midwives.

II. The main idea of this paragraph is:

1. Lay and nurse midwives are prosecuted in seventeen states.
2. There are no lay midwives in New York, Oklahoma, Texas, and Washington, even though they are legal.
3. Laws concerning midwives were passed in the early 19th century.
4. The are with the most midwives and home births is Northern California.

III. The statement that is not a supporting detail of this paragraph is:

1. Sixteen states permit midwifery.
2. Seventeen states prosecute both lay and nurse midwives.
3. There are few midwives in New York, Texas, Oklahoma, and Washington.
4. Midwifery was prohibited in all states during the 19th century.

4. As a commonwealth, Puerto Rico has more autonomy than a mainland state but is still subject to most U.S. federal legislation. Puerto Ricans cannot vote for the U.S. president but they have all other rights and obligations of U.S. citizens. They do not pay income tax, but the island receives a large share of federal aid. Commonwealth status is favored by the Popular Democratic Party, which won the govenorship and majority of both houses of the legislature in the 1972 elections.

II. The main idea of this paragraph is:

1. The people of Puerto Rico want Puerto Rico to remain a Commonwealth.

2. Puerto Ricans do not pay U.S. income tax and do not vote for president.

3. Puerto Rico has more autonomy than a state, but is subject to U.S. federal legislation.

4. Puerto Rico is not a state of the United States.

III. The statement that is not a supporting detail of this paragraph is:

1. Puerto Ricans cannot vote in the Presidential election.

2. Puerto Ricans do not pay United States income tax.

3. The Commonwealth status is favored by the Popular Democratic Party.

4. The Popular Democratic Party lost the governorship in the 1972 elections.

5. The basic premise behind wearing the blaze orange is if a hunter can readily see and recognize another hunter or person in the field, then he will not shoot. Blaze orange has a very high brilliance and fluorescence and is not found anywhere in nature; therefore a hunter seeing blaze orange in the field will recognize it is manmade and will not fire at the target.

II. The main idea of this paragraph is:

1. Blaze orange is a color not found anywhere in nature.

2. If a hunter is wearing blaze orange, the chance of accidental shooting is lessened.

3. Blaze orange has high brilliance and flourescence.

4. Many people have had accidents when not wearing blaze orange.

III. The statement that is not a supporting detail of this paragraph is:

1. Blaze orange is not found in nature.
2. The reason for wearing blaze orange is for protection from other hunters.
3. Blaze orange attracts animals to it.
4. Blaze orange has high brilliance and flourescence.

LEVEL II

Goal II

Lesson 5: From the four choices, choose the sentence that best states the main idea of the paragraph.

Goal III

Lesson 5: From the four choices, choose the one statement that is not found as a supporting detail of the paragraph.

1. If poverty is economic deficit, then boredom is psychic deficit. Like poverty, its consequences must be cured by social chanages, not by medicine. From the medical point of view, therefore, both poverty and boredom are no-win problems. Patients come to the doctor complaining of myriad of physical symptoms, and most resist treatment. Such patients are a drag on themselves, their families, their doctors. The big traffic in prescription tranquilizers probably reflects the boredom of the doctor more than the needs of the patient.

   II. The main idea of this paragraph is:

      1. Poverty must be cured by social changes.
      2. Many doctors try to cure boredom with the use of tranquilizers.
      3. Doctors are bored.
      4. Boredom must be cured by social changes, not by medicine.

   III. The statement that is not a supporting detail of this paragraph is:

      1. Boredom is psychic deficit.
      2. Patients come to doctors complaining of many problems.
      3. Tranquilizers cure boredom.
      4. Both poverty and boredom are no-win problems.

2. On reading the papers these days I notice that the leading social critics continue to mourn the absence of the American hero. They refer to him in the way that naturalists refer to the buffalo or the passenger pigeon, as if he were an extinct species that once made glorious the Great Plains. On otherwise dull afternoons, when no prominent man has been indicted for bribery or political conspiracy, editorial writers embellish the theme with laments for their lost youth. They remember a golden age (variously placed in the 1930s, '40s, and '50s) and wonder what happened to the heroes they collected on baseball cards when they were small boys in the sandlots.

II. The main idea of this paragraph is:

1. Many people feel that our society has suffered a loss of American heroes.
2. The buffalo and passenger pigeon are extinct.
3. Some people feel the 1930s, 1940s and the 1950s were better times than now.
4. The men on the baseball cards were heroes.

III. The statement that is not a supporting detail of this paragraph is:

1. Editorial writers are concerned with the extinction of the buffalo and the passenger pigeon.
2. Some people think of the 1930s, 1940s, and 1950s as the golden age.
3. To some the men on baseball cards were heroes.
4. Naturalists are concerned about the extinction of the buffalo and the pigeon.

3. Rivers give you this feeling. Go down a fast one, with lots of rapids. You'll end up with an understanding of your abilities and a sharpened sense of decisiveness. Each set of rapids is preceded by a small space of calm water, and a choice. Once you decide on a path through the unseen rocks and white water, you're instantly committed to that decision. You have to be big enough to trust it because it will be irrefutable for an agonizingly long time, until you come out on the other side.

II. The main idea of this paragraph is:

1. Going down the rapids is an exciting experience.
2. By going down a river one develops an understanding of one's abilities to a sharpened sence of decisiveness.
3. Once one makes a decision, he/she is committed to it.
4. There are many unseen hazards in a river.

III. The statement that is not a supporting detail of this paragraph is:

1. Each set of rapids has a small space of calm water in front of it.
2. Many persons have been seriously hurt going down a river with lots of rapids.

3. Once a decision about the path to take has been made, the person is committed to it.

4. Rapids are characterized by unseen rocks and white water.

4. The idea of adventure lends itself to as many interpretations as there are people who have traveled as far as the next town. On safari in East Africa the professional hunter and the client from St. Louis follow the same rhinoceros, but they form different impressions of its evil intent. So also the differences in perception between the mercenary soldier and the recruit, between the ship captain and the passenger who never before has seen the sea. Similar disparities can be extended through the infinite permutations of human experience, which to somebody always seem commonplace and to somebody else always seem monstrous.

II. The main idea of this paragraph is:

1. The ships' captain and a passenger have different perceptions of the sea.

2. There are many dangerous adventures one might embark on.

3. Everyone has their own perception of what adventure is.

4. The professional hunter is not afraid of the rhinoceros.

III. The statement that is not a supporting detail of this paragraph is:

1. A ship captain perceives the sea differently from the passengers.

2. A professional hunter perceives a rhinoceros differently from a tourist.

3. The mercenary soldier and the recruit have different perceptions.

4. The mercenary soldier and the recruit have the same perceptions of danger.

5. One day, as I was tooling my bicycle up Eighth Avenue in Manhatten on my way home, I spotted my friend Rene Auberjonois, also tooling up Eighth Avenue on his way home. At first I didn't realize it was Rene, but whoever he was, he had on these incredible-looking wooden clogs--the kind you see in old Dutch paintings--with four-inch-thick soles carved out of a single piece of wood. "That bicyclist deserves to get killed," I thought, "for wearing that ridiculous footgear." When I realized it was Rene, I pedaled to catch up. I remarked on his remarkable clogs but he didn't seem to interested in discussing them. He really wanted to talk about

where he was going to go on his vacation. So, with the taxis honking, the buses belching exhaust in our faces, we tried to avoid the potholes and carry on a conversation.

II. The main idea of this paragraph is:

1. Rene was wearing clogs while bicycling.

2. Rene's friend was afraid that Rene would get hurt.

3. Eighth Avenue is a busy street in Manhatten.

4. The author and his friend tried to carry on a conversation in the middle of a busy street.

III. The statement that is not a supporting detail of this paragraph is:

1. The author met his friend Rene while riding on Eighth Avenue.

2. Rene was wearing wooden clogs with four inch soles made of wood.

3. The author and Rene were bicycle riding together on Eighth Avenue.

4. Eighth Avenue is a very busy street.

LEVEL III

Goal II

Lesson 5: From the four choices, choose the sentence that best states the main idea of the paragraph.

Goal III

Lesson 5: From the four choices, choose the one statement that is not found as a supporting detail of the paragraph.

1. In the late 1930's the electron microscope, developed in Germany, provided magnifications a hundred times greater than was possible with the best optical microscopes. In the 1950's techniques were perfected for making ultra-thin sections of cells for electron microscopy. With these techniques and with more precise methods for separating and analyzing membrane substances, we are beginning to understand membrane structure. It is apparently somewhat like a sandwich. Two very thin layers of protein molecules enclose a double layer of fatlike molecules called phospholipids. The entire membrane is only 75 to 100 Angstroms in thickness.

II. The main idea of this paragraph is:

1. We can now understand membrane structure.
2. The electron microscope was developed in Germany in the late 1930's.
3. Phospholipids are fatlike molecules.
4. Due to new techniques, scientists can now understand membrane structure.

III. The statement that is not a supporting detail of this paragraph is:

1. In the 1950's techniques were developed for making ultra-thin sections of cells.
2. Membrane structure is somewhat like a sandwich.
3. Scientists in Germany are studying the structure of membranes.
4. A membrane is only 75 to 100 Angstroms in thickness.

2. Second only to the Lake Superior iron mines, albeit a poor second, is the string of iron mines which lies immediately east of Birmingham, Alabama, and extends southwest to nearby Bessemer and Woodstock. Most of the ore is mined by shaft methods, although there are a few small open-pit mines near Woodstock. Birmingham ore varies considerably in quality, but there is enough high-grade ore to mix with that of low grade to bring the resultant mixture up to blast-furnace standards.

II. The main idea of this paragraph is:

1. The ore in Alabama is mined by shaft methods.

2. The iron mines of Alabama are second only to those of Lake Superior.

3. The ore in Birmingham varies in quality.

4. There is much iron mined throughout the United States.

III. The statement that is not a supporting detail of this paragraph is:

1. Birmingham ore is a better quality than that found in the mines near Lake Superior.

2. There is enough high-grade ore available in Birmingham.

3. There are a few small open-pit mines near Woodstock.

4. Most of the Birmingham ore is mined by shaft methods.

3. Countless streams formerly clean and attractive have already been polluted by man. This results not merely from increased loads of sediment coming from man-induced erosion of the land, but also from dumping sewage, trash, and industrial wastes into the nearest convenient stream. The problem has become so serious and widespread that laws to prevent pollution of streams have been adopted in many regions. Such laws are, however, too few in number, and they are honored more in the breach than in the practice. Until industrial wastes and domestic sewage are properly treated, far too many of our streams will continue to resemble moving cesspools.

II. The main idea of this paragraph is:

1. There are not enough laws against the pollution of streams.

2. Man has been responsible for the pollution of many pure streams.

3. Industry is guilty of polluting many streams.

4. Streams are polluted by the dumping of trash.

III. The statement that is not a supporting detail of this paragraph is:

1. Most laws effectively stop the pollution of our streams.

2. Streams are polluted by sediment, the dumping of trash, sewage, and industrial wastes.

3. Proper treatment of sewage and industrial waste is needed.

4. The problem of the pollution of our streams has become very serious.

4. Some years ago the Bureau of Biological Survey (now the Fish and Wildlife Service) attempted to save a colony of prairie dogs. These small rodents, which became a sort of symbol of the West during its early agricultural development, were rapidly disappearing. It seemed appropriate to protect one of several colonies in the Wichita Mountains of Oklahoma. This area had been rather heavily grazed. On the assumption that the prairie dog would disappear completely if heavy grazing continued, the grazing was reduced. The native grasses were then able to reclaim the land. But to the dismay of authorities, the prairie dog town dwindled and finally disappeared. And to make matters even more ironic, in nearby areas where bison and cattle were allowed to graze more heavily, and where authorities had tried to poison the prairie dogs, they prospered!

II. The main idea of this paragraph is:

1. In order to save the prairie dogs, grazing was reduced.

2. The prairie dog colonies that were to be saved were in the Wichita Mountains of Oklahoma.

3. The prairie dog town died.

4. Due to the rapid disappearance of the prairie dogs, it was decided to try to save one of the remaining colonies.

III. The statement that is not a supporting detail of this paragraph is:

1. The Fish and Wildlife Service was originally called the Bureau of Biological Survey.

2. The prairie dog is now completely extinct.

3. Prairie dogs survived in an area where they tried to poison them.

4. Prairie dogs are small rodents.

5. Isolation affects groups much as it affects individuals. Shut a people away from contact with other peoples, put them on an island in the ocean, in an isolated mountain valley, in a nation that bars its doors to travelers from the outside and forbids travel to its own citizens, and one will find a backward people, suspicious of strangers, resistant to the new, and years behind peoples whose contacts reach out to all the world. In America, "hillbilly" is a term which stands for the person reared in such an isolated social group.

II. The main idea of this paragraph is:

1. Groups are affected by isolation as much as individuals are.
2. Isolated groups of people are suspicious.
3. Persons reared isolated from the outside world in this country are called "hillbillies".
4. Throughout this world there are many isolated groups of people.

III. The statement that is not a supporting detail of this paragraph is:

1. Groups of people who have been isolated tend to be backward when compared to other groups.
2. Americans who are isolated from outside influences are referred to as "hillbillies".
3. A group of people can be isolated by geography or by a restrictive government.
4. There are also many positive effects of the isolation of groups.

LEVEL IV

Goal II

Lesson 5: From the four choices, choose the sentence that best states the main idea of the paragraph.

Goal III

Lesson 5: From the four choices, choose the one statement that is not found as a supporting detail of the paragraph.

1. Generally, the preferred method of transporting property for the Government is through use of the facilities of commercial carriers. However, Government vehicles may be used when they are available and not being fully utilized and when their use will result in substantial economics. They may be used for such purposes as local transfer of property, pickup and delivery services which are not performed by the commerical carriers in connection with the line-haul transportation, transportation of property to meet emergencies, and accomplishment of program objectives which cannot be attained through the use of commercial carriers.

II. The main idea of this paragraph is:

1. Government vehicles may occassionally be used to transport Government property.

2. Transporting Government property is generally done by commercial carriers, however, there are times when Government vehicles are used.

3. Government vehicles may be used for local transfer of property.

4. Transportation of government property is the responsibility of the Government.

III. The statement that is not a supporting detail of this paragraph is:

1. Government vehicles may be used for transportation of property to meet emergencies.

2. The preferred method of transporting government property is by commercial carrier.

3. There are no set guidelines for the transportation of government property.

4. Government vehicles may be used for the local transfer of property.

2. The requirements of section 101-45.313 have as their objectives the prevention of improper influence in connection with the obtaining of Government contracts, the elimination of arrangements which encourage the payment of inequitable and exorbitant fees bearing no reasonable relationship to the services actually performed, and prevention of the reduction in return to the Government which inevitably results therefrom. Improper influence means influence, direct or indirect, which induces or intends to induce consideration or action by any employee or officer of the United States with respect to any Government contract on any basis other than the merits of the matter.

II. The main idea of this paragraph is:

1. Improper influence results in exorbitant fees.

2. The Government would suffer from any improper influence in the awarding of contracts.

3. Contracts must be fairly awarded.

4. The Section 101-45.313 sets forth procedures for preventing improper influence in the awarding of contracts.

III. The statement that is not a supporting detail of this paragraph is:

1. Anyone found guilty of obtaining a Government contract through improper influence will be prosecuted.

2. The section deals with how to eliminate arrangements which encourage the payment of exorbitant fees.

3. Improper influence induces a government employee to award a contract on a basis other than merit.

4. Exorbitant fees bear no relationship to the service performed.

3. Surplus drugs, biologicals, and reagents, which are in Federal Supply Classification Class 6505, and which are not required to be destroyed as provided in &101-45.305, may be donated for educational, public health, and civil defense purposes. If the report of excess or other communication from the holding activity listing the drugs, biologicals, and reagents indicates any items which are unfit for human use, GSA will not offer such items for donation. Narcotic drugs shall not be donated for any purpose.

II. The main idea of this paragraph is:

1. The government will donate narcotic drugs to research agencies.

2. Surplus drugs, biologicals and reagents must be destroyed.

3. Any items unfit for human use will not be donated.

4. Under certain conditions certain drugs, etc, may be donated to a variety of agencies.

III. The statement that is not a supporting detail of this paragraph is:

1. Donations may be made to educational, public health and civil defense agencies.

2. Biologicals unfit for human use may be donated, under certain circumstances.

3. Certain drugs, biologicals, and reagents are classified in the Federal Supply Classification Class 6505.

4. Narcotic drugs may not be donated for any reason.

4. If the onsite donation screening is conducted on a continuing day-to-day basis, under procedures previously agreed to in writing between GSA, the holding activity, DHEW, and the State agency concerned, the presence of authorized GSA and DHEW representatives is not required. Arrangements may provide for processing of the essential donation documents subsequent to the onsite screening and removal of the property.

II. The main idea of this paragraph is:

1. Onsite screening must be conducted.

2. Arrangements for onsite donations screening may be made without GSA and DHEW representatives, under certain conditions.

3. Arrangements for onsite donation screening may not be made.

4. Removal of property is prohibited.

III. The statement that is not a supporting detail of this paragraph is:

1. Onsite donation screening is not permitted on a day-to-day basis.

2. The GSA, holding activity, DHEW and State agency must agree in writing prior to the onsite screening.

3. Processing of the necessary papers may be done after the onsite screening.

4. The GSA and DHEW representatives need not be present.

5. A late bid submitted by telegraph (where authorized) received before award shall not be considered for award regardless of the cause of the late receipt, including delays caused by the telegraph company, except for a telegraphic bid delayed soley because for mishandling on the part of the Government in its transmittal to the office designated in the invitation for bids for the receipt of bids.

II. The main idea of this paragraph is:

1. Late bids will not be accepted.

2. There is only one exception to the rule against accepting late telegraphic bids.

3. There are rules concerning the handling of late telegraphic bids.

4. If the fault is the government's, the late bid will be accepted.

III. The statement that is not a supporting detail of this paragraph is:

1. Bids can be transmitted by telegraph, if so authorized.

2. Invitations for bids designate specific offices where the bids should be sent.

3. Not late bids are ever accepted.

d. Provisions for Government mishandling of bids are made.

LEVEL I

Goal II
Lesson 6: Complete the incomplete sentences so that it restates the main idea of the paragraph.

Goal III
Lesson 6: Complete the incomplete sentences so that the supporting details of the paragraph are restated.

Midwifery has been illegal in California since 1949. Most midwives can be contacted only through the underground grapevine of counterculture youths. Last month, however, Gov. Ronald Reagan signed a bill which will permit registered nurses to be certified as nurse midwives. Lay midwives will remain outlawed in California as in 16 other states which permit only nurses to be midwives.

II. The main idea of this paragraph is that nurse midwives

III. The supporting details of this paragraph are:

1. In California
2. To contact a midwife in California
3. Govenor Reagan
4. In California, lay midwives
5. In sixteen other states

Has the auto industry lost its pre-eminent position in the American economy? Not really, though its importance has diminished somewhat in relation to other sectors. But it is still big and important, employing 850,000 workers and providing a livelihood, in normal circumstances, for an estimated 13 million jobs in allied businesses, according to its trade association.

II. The main idea of this paragraph is that the auto industry

III. The supporting details of this paragraph are:

1. The importance of the auto industry

2. The auto industry employs

3. According to its trade association

4. The position of the auto industry in our economy

The technical format of the painting involves the application of acrylic paint from the back as well as the front of the canvas. This process allows the paint to bleed through the controlled patterns and clots of color. With the use of rollers, brush and spray gun the basic composition of the work is formulated through the multiple layerings of paint. The saturation of color layers is parallel to sliding panels and attempts to create optical situations of receding and protruding space and form.

II. The main idea of this paragraph is that the paintings are made by

III. The supporting details of this paragraph are:

1. The process allows

2. Multiple layering of paint

3. Materials that are used are

4. The saturation of color layers attempts to create

To the extent that Mexico's consul in Tucson enjoys working--and he loves it--October was enjoyable. He was a key contact first in making diplomatic arrangements for the Ford-Echeverria presidential conferences in Magdalena de Kino, Son., and in Tubac, then in helping with Thursday's trip to Tucson by Sonora Gov. Carlos Armando Biebrich, the Tucson Trade Bureau's 1974 Tucson-Mexico Goodwill Award winner.

II. The main idea of this paragraph is that Mexico's Consul in Tucson

III. The supporting details of this paragraph are:

1. The Consul was the key contact

2. October was busy

3. The Ford-Echeverria meetings were

4. The Governor of Sonora, Mexico

5. The Tucson Trade Bureau

The Palo Verde High School band took a break from its entertainment chores to watch a portion of yesterday's dedication ceremonies for the new federal building at 301 W. Congress. The $5.7 million building, completed last May, provides more than 130,000 square feet for federal offices. Speakers at the ceremony included Mayor Lewis C. Murphy, Sen. Barry Goldwater, R-Arizona, and Kenneth M. Duberstein of the General Services Administration. The eight-story building was designed by CNWC Architects of Tucson and was built by Hunt Building Corporation of El Paso.

II. The main idea is that a new federal building

III. The supporting details of this paragraph are:

1. The location of the new

2. The building cost

3. Present at the ceremony were

4. The building was designed

5. The Palo Verde High School band

LEVEL II

Goal II

Lesson 6: Complete the incomplete sentences so that it restates the main idea of the paragraph.

Goal III

Lesson 6: Complete the incomplete sentences so that the supporting details of the paragraph is restated.

Most of the world was first explored during the last twenty-five years. At the end of the Second World War, a few curious men began to wander the oceans in small ships, profiling, photographing, and sampling the ocean floors. The face of the earth was then almost entirely unknown beyond the edges of the continents. Beneath the sea--where nearly three-quarters of the earth's surface lies--there is a landscape that no one imagined. So recently unseen and unknown (the first detailed sea-floor maps are only fifteen years old), this landscape has become a familiar one to exploring marine geologists and geophysicists. It is awesome and astonishing. Geologists had declared this part of the world to be of little interest, but there, in just the last few years, have been found the forces that shape the continents, create mountain ranges, and cause eruptions and earthquakes--all matters that had baffled geologists for over a hundred years. To those who try to understand the earth, the present period is comparable--and it compared frequently by scientists--to the years after the publication of Einstein's theory of relativity or Darwin's "The Origin of Species."

II. The main idea is that until recently the oceans

III. The supporting details of this paragraph are:

1. Most of the world

2. At the end of World War II

3. Beneath the sea

4. Geologists found

Tonight is March, a very long way from bird season. In the middle of a Michigan winter it is hard to believe that there ever was an October, with her violent colors, or mornings when you pulled on your boots and walked into some Renaissance painting; blood red to a dusky, muted red, burnt sienna hills, umber grass and the waves from a bluff far above Lake Michigan so green and tossed that is was not inconceivable Botticelli's maiden would step out of a shell. This is only to say that you fave autumn, and winter up here looks like nothing so much as a giant marshmellow factory. On long walks when snowmobiles pass, you think that the only virture of these machines is that they smell like motorboats, and motorboats remind you of the fishing you're going to do in the Florida Keys in a few weeks. There is a ski resort half a dozen miles south, but your boredom with that sport has reached such a point that you avoid driving past the slopes where all those people are actually having fun with winter.

II. The main idea is that autumn

III. The supporting details of this paragraph are:

1. The author is writing in the month of

2. A Michigan winter is

3. In Michigan, autumn's characteristics are

4. Snowmobiles make the author think

Boredom is a grossly underestimated malady. It causes mischief and destruction; it is socially very expensive. Erich Fromm identifies it as the insidious cause of catastrophes ranging from drug addiction to violence. Bertrand Russell said that "boredom is a vital problem for the moralist since at least half the sins of mankind are caused by fear of it." Yet boredom per se gets little or no attention from the public health establishments. For one thing, most victims do not identify it as the origin of their difficulties. They tend to think of it as a trivial complaint that afflectis only the decadent and jaded. This is nonsense; in our society boredom is endemic and increasing.

II. The main idea is that boredom

III. The supporting details of this paragraph are:

1. Erich Fromm

2. Bertrand Russell

3. Public health establishments don't

4. Most victims of boredom

The summer I was ten years old, I worked as a cowboy in the Texas Panhandle. My job had no resemblance to anything in a John Wayne film. Most days my cousin Robert Baxter and I herded a couple of dozen steers from the Baxter pasture, just outside the town of Shamrock, to my Uncle Claude Caperton's pasture about six miles away, where the grass was a little better. Unlike TV cowboys, who always seem to ride at a high lope, we just shambled across the prairie, for two reasons: the slower you move cattle, the less weight they sweat off; and our hourses could seldom be kicked into anything faster than a walk. Mine was an old white mare with a rare talent: she could sleep while walking.

II. The main idea is that when the author

III. The supporting details of this paragraph are:

1. The author worked as

2. The author's cousin

3. The author's uncle's pasture was

4. The author's horse

New cars will no longer be equipped with a device that prevents them from being started until seat belts are fastened. Federal rules requiring this feature--irksome to many drivers--were eliminated by the Motor Vehicle and Schoolbus Safety Act. Dealers and car owners will now be permitted to dismantle mandatory seat-belt systems installed in 1974 and 1975 cars.

II. The main idea of this paragraph is that new cars

III. The supporting details of this paragraph are:

1. Federal rules

2. Many drivers

3. In 1974 and 1975 cars

LEVEL III

Goal II

Lesson 6: Complete the incomplete sentence so that it restates the main idea of the paragraph.

Goal III

Lesson 6: Complete the imcomplete sentences so that the supporting details of the paragraph are restated.

Some 100 miles north-northwest of the city of Quebec in Canada is an area known as the Lake St. John Lowland. The center of this area is a relatively large body of fresh water which covers more than 300 square miles. Entirely surrounding this lake is a nearly level plain rising slowly to the steep edge of a more elevated country, which is gently rolling. Within the plain are deep soils. On the encompassing higher land, soils are thin and stony or are interrupted by nearly barren hills and ridges of solid rock as well as numerous ponds and lakes. Although all of the soils of the plain are deep, they vary markedly. To the south and east of the lake, the plains soils are chiefly fine, relatively compact clays; to the north and west, they are mainly course sands. Flowing from the higher land and tumbling by means of numerous falls and rapids into the plain are many large and small streams. One of the larger is the Peribonca river, which is about one mile in width at its mouth. Nearly all of the streams have cut deep channels into the plain so that its surface is appreciably interrupted. In several portions, most notably just north of the lake, are large swamps.

II. The main idea of this paragraph is that the Lake St. John Lowland

III. The supporting details of this paragraph are:

1. The center of the area

2. Surrounding the lake

3. The soils

4. Many large and small streams

5. The streams have cut

The natives of Africa have practiced small-scale agriculture for a long time. Their technique is to chop down a small area of forest, burn the debris, and plant crops in the ashes. A plot thus cleared is farmed only about three years. Then it is abandoned, and within 30 or 40 years it has been completely reclaimed by the forest. To men who are acquainted with the intensive agriculture of other parts of the world, this appears to be an inefficient way of life. But ecologists who have studied it believe that this maybe the only satisfactory cropping sequence for this situation. Continuous cultivation, they contend, will soon destroy the soil completely.

II. The main idea of this paragraph is that African natives

III. The supporting details of this paragraph are:

1. A small area of forest

2. The crops are

3. After three years

4. This method is successfull because

Soil particles show a wide variety of sizes which in turn produce a wide variety of textures. When the individual particles are larger than a grain of corn, they are not considered to be true soil particles. Rather they are gravelly or stony fragments included in the soil. Below that size, several categories are recognized. The major ones are sand, silt, and clay. Arbitrary limits have been set in terms of the diameter of the particles. In sand, the individual grains have a diameter between .05 millimeter and 1 millimeter, in silt, between .002 millimeter and .05 millimeter; and in clay, below .002 millimeter.

II. The main idea of this paragraph is that soil particles

III. The supporting details of this paragraph are:

1. True soil particles are not

2. Categories of soil particles are

3. Individual grains of sand are

4. Individual grains of silt are

5. Individual grains of clay are

Most of Greenland and Antarctica are covered by another kind of plateau, the ice plateau. The Greenland ice plateau smothers valleys, ridges, and mountians alike. Its snow-veneered surface extends mile after mile without perceptible slope. Only by careful measurements can it be shown that the surface does slope from its central area to outer edges; there in drops precipitously to the sea or to narrow margins of ice-free land along the coasts. Antarctica presents much the same wintry aspects, except that a considerable number of barren mountain backbones rise above the sea of ice to break the monotonous flatness.

II. The main idea of this paragraph is that Greenland and Antarctica

III. The supporting details of this paragraph are:

1. The Greenland ice plateau

2. The Greenland ice plateau seems not to

3. The difference between the Greenland and the Antarctica plateaus is

The existence of a blanket of atmosphere about the earth is the basic essential for all forms of life. So far as we are aware, no other planet has just the exact gaseous mixture to support not only man, but other animals and plants as well; nor is there another planet known upon which the heat and moisture conditions are such as to be capable of supporting similar life forms. The individual gases which are present, the states in which they exist, and the controls to which they are subject are all vital to man's very being. Climate does not "make the man," but it does play an important part of his life.

II. The main idea of this paragraph is that the earth's atmosphere

III. The supporting details of this paragraph are

1. No other plant

2. Vital to the existence of man are

3. Climate

LEVEL IV

Goal II

Lesson 6: Complete the imcomplete sentence so that it restates the main idea of the paragraph.

Goal III

Lesson 6: Complete the imcomplete sentences so that the supporting details of the paragraph are restated.

Where the property to be donated exceeds the quantities stated in &101-44.401, the Red Cross shall send three copies of the formal request and shipping instructions to the designated GSA regional office for approval. Upon such approval, the GSA regional office will mail two approved copies directly to the responsible activity of the holding party.

II. The main idea of this paragraph is that there are procedures for dealing with donated property that

III. The supporting details of this paragraph are:

1. In Sec. 101-44.401

2. Three copies

3. The GSA regional office

Except as provided in &101-45.313-7, each selling agency shall inquire of and secure a written representation from prospective purchasers as to whether they have employed or retained any company or person (other than a full-time employee working solely for the prospective purchaser) to solicit or secure the contract, and shall secure a written agreement to furnish information relating thereto as required by the sales contracting officer. The form of such representation shall be that contained in Standard Form 114, Sale of Government Property--Bid and Award (illustrated in &101-45.4901).

II. The main idea of this paragraph is that each selling agency

III. The supporting details of this paragraph are:

1. The form to be used is

2. Full-time employees

3. Exceptions to these procedures are found

Normally, it will be sufficient to notify the carrier of a shortage in a shipment by proper notation on the delivery receipt and exceptions taken on the reverse of the Government bill of lading (see &101-40.702.2). However, in unusual cases, as where there is evidence of tampering, possible pilferage, or shortage of an entire shipment, prompt notification, in writing, shall be furnished to the carrier of the discrepancy and of intent to claim for the loss resulting therefrom. When advantageous, Standard Form 361, Discrepancy in Shipment Report, may be used for this purpose.

II. The main idea of this paragraph is that notification to carrier of shortages

III. The supporting details of this paragraph are:

1. Section 101-40.702.2 is about

2. Standard Form 361

3. When there is evidence of tampering

Bids shall be submitted so as to be received by the contracting officer not later than the exact time set for opening the bids. Where telegraphic bids are authorized, a telegraphic bid received by telephone from the receiving telegraph office not later than the time set for opening of bids shall be considered if such bid is confirmed by the telegraph company by sending a copy of the telegram which formed the basis of the telephone call.

II. The main idea of this paragraph is that telegraphic bids

III. The supporting details of this paragraph are:

1. Notification by telephone

2. A copy of the telegram

3. The contracting officer

If a shipment is received in apparent bad order, e.g., the load is shifted or jumbled, or containers are broken or leaking, photographs of such condition shall be made, whenever possible. Each photograph should be marked indelibly with the Government bill of lading numbers and/or the carrier's delivery receipt number and the date such photograph was taken.

II. The main idea of this paragraph is that photographs

III. The supporting details of this paragraph are:

1. Shipments are in bad order if

2. Each photograph should be marked

3. The date that the photograph

In the case of a shipment moving on a Government bill of lading (or having moved on a commercial bill of lading converted to a Government bill of lading), the Report of Loss, Damage, or Shrinkage on the reverse of the Government bill of lading shall be prepared accurately and in detail, and properly signed at the time that document is accomplished.

II. The main idea of this paragraph is that when a shipment moves

III. The supporting details of this paragraph are:

1. The commercial bill of lading can be converted

2. On the reverse of the Government bill of lading

3. It shall be signed

LEVEL I

Goal II

Lesson 7: Complete the incomplete sentence so that it restates the main idea of the paragraph.

Goal III

Lesson 7: Complete the incomplete sentence so that the supporting details of the paragraphs are restated.

Usually the automakers tell people who suggested unusual accessories for cars that the gadgets wouldn't be popular enough to offer, and that they can be installed now by outside companies. But sometimes enough suggestions pile up to make an automaker change his mind: 1975 Cadillacs, for example, will offer an optional lighted doorlock, an item people have suggested for years.

II. The main idea of this paragraph is that occasionally automakers

III. The supporting detials of this paragraph are:

1. Automakers tell people
2. The 1975 Cadillac

The Grand Canyon, topping the list of "Seven Natural Wonders of the USA" in a survey by the United States Travel Service, can be explored by foot, on mule-back or on rubber rafts. But most visitors to the giant chasm content themselves with viewing the canyon's shifting shadows, stark shapes and brilliant colors from vantage points on the North or South Rim.

II. The main idea of this paragraph is that the Grand Canyon

III. The supporting details of this paragraph are:

1. The Grand Canyon topped
2. Rubber rafts and mule-backs
3. From the North and South Rims

4. Most visitors

A program developed by the National Aeronautics and Space Administration to get medical care to astronauts is being applied on the vast Papago Reservation. A mobile health unit connected by microwave to the Sells Hospital (Mission control) will send televised pictures and x-rays of patients to the hospital and receive treatment instructions from physicians at Sells, Tucson, and Phoenix. An ambulance also will cary a transmission unit for broadcasting to Sells through the microwave tower on Quijotoa Mountain. In addition to sending a live picture to doctors in Phoenix, the mobile units will be able to exchange medical data with the Indian Health Service in Tucson and the San Xavier Indian Health Center.

II. The main idea of this paragraph is that medical care

III. The supporting details of this paragraph are:

1. The National Aeronautics and Space Administration

2. A mobile health unit

3. An ambulance

4. The mobile unit will also

5. On the Quijotoa Mountain

Additionally, in mid-1974, the people of Nuie voted for internal self-government, firmly established Robert Rex as the political leader of the people. Rex, a sixtyish, successful businessman, is known throughout the Pacific Islands as a wise and levelheaded leader. He is cautious, as most Nuieans are, and intends to maintain a very close working relationship with the government of New Zealand.

II. The main idea of this paragraph is that Robert Rex

III. The supporting details of this paragraph are:

1. The age of Robert Rex

2. Robert Rex's occupation

3. Personality characteristics of Robert Rex are

4. Robert Rex intends

The museum of the American Indian is the most comprehensive institution in its field. Its collection comes from an area that extends from the Arctic to Tierra del Fuego, and a period of time that must be counted in thousands of years. It has antiquities as exceptional as anything in the Chinese exhibition which is now in Toronto: the gold crown from Chonogoyape in Peru, for instance, which is the earliest example of the goldsmith's art to have been in this hemisphere. It also has things made yesterday, more or less. One of the most vivid of its many kachina dolls was made in 1972, and it has a painting dated 1973 by R.C. Gorman, who stands higher than anyone else among living American Indian painters. It could by now be a static institution, but under the direction of Dr. Frederick J. Dockstader it is nothing of the kind.

II. The main idea of this paragraph is that the Museum of the American Indian

III. The supporting details of this paragraph are:

1. The are covered

2. The time period covered

3. The Chinese Exhibition

4. The earliest example

5. The newer articles

6. The director

LEVEL II

Goal II

Lesson 7: Complete the incomplete sentence so that it restates the main idea of the paragraph.

Goal III

Lesson 7: Complete the incomplete sentence so that the supporting details of the paragraph are restated.

Women and men don't have much sympathy for each other's pain. Yet for all of us in American it's not easy to be young, it's harder to be middleaged, and it's terrible to be old. It seems that our best hope is to try to help each other reach for the Greek definition of happiness; the use of all of one's powers to achieve excellence. If we put our fertile brains to designing an environment in which people who do the necessary monotonous jobs are rewarded richly for their daily boredom, in which retraining for new occupations is a normal phase of every life, and in which women and men complement instead of wounding each other, boredom will not be so pervasive.

II. The main idea of this paragraph is that boredom

III. The supporting details of this paragraph are:

1. Women and men

2. In our society

3. The Greek definition

4. People who do monotonous jobs

History is full of examples of the extraordinary things that women and men will do to avoid satiation or boredom. The only thing that is new is the great increase in the number of people who have joined the chase for diversion for fulfillment. Ennui used to be strictly an upperclass disease that affected a few lords and ladies of the realm. The rest of their contemporaries were struggling desperately to survive. It is only when primal hungers are comfortably blunted to mere appetites that other human needs--love, respect, creativity --come to the surface of consciousness. It is absurd to speak of the intellectual boredom of a starving woman or man.

II. The main idea of this paragraph is that a person's essential needs

III. The supporting details of this paragraph are:

1. To avoid boredom

2. The number of people

3. Basic human needs

A law that raises federal insurance coverage on savings deposits to $40,000 from $20,000 per account also set new rules for creditors. Prohibited is any discrimination on the basis of sex or marital status in the granting of credit. Women's-rights groups had sought such a ban for several years. Also a part of the new law is a requirement that creditors act on customers' complaints of billing errors within 90 days. The requirement is designed to protect consumers against computers that ignore complaints of errors and continue to send out dunning letters.

II. The main idea of this paragraph is that the new federal insurance law

III. The supporting details of this paragraph are:

1. The new law applies to

2. Sex discrimination

3. Customer's complaints

How long can food in tin cans and glass jars be kept without spoiling? "Indefinitely," days the National Canners Association--provided the containers and lids remain in perfect condition. It's wise, however, to have a regular turnover, say once a year. Over long periods of time the flavor, color and appearance of the food may be affected. Store canned food in a dark, cool, dry place. If you have any questions at all that the food is spoiled when you open a can, don't even taste it. Botulism is deadly. Make sure cans and lids have not leaked or bulged, that the liquid is clear and that there is no off-color or off-odor.

II. The main idea of this paragraph is that canned foods

III. The supporting details of this paragraph are

1. The National Canners Association

2. Once a year

3. The appearance of food

4. Canned food should be stored

5. If you have any questions concerning

A 1971 survey of six Saskatchewan school units launched the project. The study disclosed that only 40 per cent of the children got dental care regularly. Roughly 70 per cent of those under 18 received only about 30 minutes of care a year. At age 11, each child had an average of four defective permanent teeth. A shortage of dentists led to neglect. Saskatchewan's 935,000 residents have just 208 dentists--1 for each 4,500 persons. In rural areas, the ratio drops to 1 dentist for each 7,000 persons.

II. The main idea of this paragraph is that dental care

III. The supporting details of this paragraph are:

1. A 1971 survey

2. Only 40%

3. At age eleven,

4. A shortage of dentists

5. In rural areas

LEVEL III

Goal II

Lesson 7: Complete the incomplete sentence so that it restates the main idea of the paragraph.

Goal III

Lesson 7: Complete the incomplete sentence so that the supporting details of the paragraph are restated.

One of the major causes of poor fishing, particularly in ponds and lakes, is too many fish. The yield per acre of water is limited by the available food; and if there are too many fish, they do not grow. Bluegills only a few inches long will spawn, adding to the comptition between fish but not adding to the yield or to the success of the fisherman. In northern states there is sometimes a heavy winter kill of fish due to lack of oxygen under the ice. Such an event may appear tragic to the fisherman, but it may step up growth during the following summer, thereby increasing the number of fish that are large enough to take home.

II. The main idea of this paragraph is that poor fishing

III. The supporting details of this paragraph are:

1. Available food

2. Small fish

3. A heavy winter kill of fish

4. Fish large enough to take home

Settlement is at least partly adapted to the physical setting, but it also reflects the main activities by which human groups make a living, their economies. The largest and most complex groupings evidence the economy which we call manufacturing, wherein most of the individuals are not directly concerned with securing a livelihood through use of the land itself, but rather through the transformation of all sorts of raw materials. Somewhat less complex is the economy which we call agriculture, wherein man uses land for direct production of plants and animals and materials produced by them. There is also the economy, commonly still less complex than agriculture, which depends soley upon animals, called pastoralism. And, finally, simplest of all is the hunting-fishing-collecting economy, wherein man hunts other animals, fishes in streams and lakes and oceans or gathers plant products, thus gaining a living directly from the physical resources of the local area which he occupies. These, then, are the four chief economies: manufacturing, agriculture, pastoralism, and hunting-fishing-collecting.

II. The main idea of this paragraph is that there are four main types of

III. The supporting details of this paragraph are:

1. Manufacturing

2. Agriculture

3. Pastoralism

4. Hunting-fishing-collecting

The nervous system is the chief control system of the body. Its three main divisions are the central nervous system (brain and spinal cord), the sympathetic system, and the peripheral system. The neuron (cell body, axon, and dendrite) is the basic unit of the nervous system. Nerve tissue in general are of two kinds, gray and white. The gray cells are the command cells and the white ones are the messengers. Some nerves are sensory (afferent) and others are motor (efferent) nerves.

II. The main idea of this paragraph is that the nervous system

III. The supporting details of this paragraph are:

1. The three main

2. The basic unit

3. Nerve tissues

4. Gray cells

5. White cells

One of the techniques of investigating plant life of the past is to recover fossil pollen from geological deposits of known ages. An ancient lake bed in Mexico City was the site of an important discovery in 1953. Core drillings into the old lake bed brought up pollen samples from various levels, one at a depth of more than 200 feet. Microscopic study of the pollen clearly indicates that some of it came from the maize plant. The age of the deposit is estimated at 60,000 years.

II. The main idea of this paragraph is that a technique of

III. The supporting details of this paragraph are:

1. In 1953

2. Core drillings

3. Study of the

4. It is estimated that

Radio waves are long when compared with other electromagnetic waves, such as heat or light. The longer an electromagnetic wave is, the lower its frequency, and so radio waves have the lowext frequency of any of the six classes of electromagnetic waves. Radio waves range from about one-tenth of an inch to several miles in length, and the most commonly used frequencies range from 10,000 to 30,000,000 cycles a second. If such frequencies are low by contrast with other forms of radiant energy waves, the 60-cycle alternations of the average house current seem very infrequent, indeed. To refresh your memory about length and frequency of radiant energy waves, turn to pages 208 and 239, but remember that "ultra-short waves" or "high frequencies" refer only to differences among radio waves when speaking of radio matters.

II. The main idea of this paragraph is that radio waves

III. The supporting details of this paragraph are:

1. The longer an electromagnetic wave is

2. Of the six classes of electromagnetic waves

3. The length of radio waves
4. Reread pages 208 and 239
5. High frequencies

LEVEL IV

Goal II
Lesson 7: Complete the incomplete sentences so that it restates the main idea of the paragraph.

Goal III
Lesson 7: Complete the incomplete sentences so that the supporting details of the paragraph are restated.

The General Services Administration will provide telephone and directory information services in connection with all switchboards it operates. This service includes the provision of adequate internal telephone information service for the agencies involved, as well as the handling of calls from the public. Government telephone directories will be provided by GSA to agency users at all GSA switchboards with 200 or more telephone instruments (stations) served, except as outlined in &101-35.506.

II. The main idea of this paragraph is that the General Services Administration

III. The supporting details of this paragraph are:

1. This service includes

2. Government telephone directories

This subpart prescribes a uniform system for reporting overages, shortages, damages, and other discrepancies in the quantity or condition of property received from commercial carriers as compared with that shown on the Government bill of lading or other shipping documents. It also prescribes regulations for adjusting such discrepancies when they are determined to be the liability of the carrier.

II. The main idea of this paragraph is that there is a uniform system

III. The supporting details of this paragraph are:

1. Reports are made of

2. Regulations for adjusting

(a) The delivering carrier shall be notified and requested to perform an inspection of all cases of damage. If the carrier waives the opportunity to perform an inspection, the responsible Government employee shall make a written record of such waiver, including the date the request for inspection was made and the name of the carrier representative who was contacted and waived inspection.

II. The main idea of this paragraph is that in the case of damage

III. The supporting details of this paragraph are:

1. A written record

2. The date of the request

3. The name of the carrier representative

(b) If the damage property is of a perishable nature or is in such condition as to be potentially injurious to life, health, or property, prompt notification to the carrier shall be made by telephone and confirmed in writing. On failure of the carrier to perform a timely inspection and participate in the disposition proceedings, necessary steps shall be taken to dispose of such property in a manner which will mitigate the loss and avoid injury to other property or persons.

II. The main idea of this paragraph is that when damaged property can be

III. The supporting details of this paragraph are:

1. Notification by telephone

2. Written confirmation

3. Disposal of the damaged property

(c) The DHEW representative should prepare and sign SF 123 at the site on a daily basis for the property selected. Upon approval by the GSA representative, the holding activity shall release the property. Processing of donation documents shall be expedited to insure that the property is removed at the end of each daily session. No property shall be released until the donation is approved by the GSA representative.

II. The main idea of this paragraph is that processing of donation documents

III. The supporting details of this paragraph are:

1. Form SF 123

2. Property shall be released

3. At the end of each daily session

LEVEL I

Goal II

Lesson 8: Restate the main idea of the paragraph in your own words.

Goal III

Lesson 8: List the supporting details of the paragraph.

The technical range of Miss Bishop's work is staggering. Her draftsmanship is mastered in quick and bold movements of line. Her color concepts are clearly revolutionary, in this she preceded color grid painting by several decades. The intricacy of blended layers of color, a pointillist brush and dot work and direct drawing onto oil panels give her work a provocative history which is relevant to the '70s.

II. The main idea of this paragraph is

III. The supporting details of this paragraph are:

1.

2.

3.

4.

Forest product companies now make extensive use of "tree breeding" to improve the quality of their trees. Cuttings from superior trees that are outstanding for height, straightness, disease resistance and other characteristics are grafted to established root stock. Seeds from these trees are also planted at the companies' tree improvement centers with the aim of creating orchards of superior trees, which then supply seed for later forest planting.

II. The main idea of this paragraph is

III. The supporting details of this paragraph are:

1.

2.

3.

4.

Rattan is a solid core wood that has great tensile strength. It is an excellent furniture wood than can be bent to many shapes. Rattan is the stem of a climbing palm that grows in most areas of the Far East. Properly treated, cured and finished it makes one of the most durable and decorative furniture materials currently on the market.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

To boost the productivity of forestlands, paper companies use a wide variety of techniques. Tree grafting and cross pollination are employed to improve "tree quality". Before thay are transplanted in the forest millions of young seedlings annually receive "intensive care" in specially built and equipped tree "nurseries."

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

The Depression put an end to Broadway and 155th as a "desirable" place to live; after World War II New York City renewed itself elsewhere and in other ways. But if the area languished, the museum in many ways did not. Annual attendance rose from 15,000 in 1960 to 57,000 in 1973, (attendance would have been three or four times higher if the museum had been in a more accessible location). Up to half a million people a year see the traveling shows which the museum mounts from its collections. At this moment some 10,000 objects are out on loan. The museum has international importance: At the Mexico City Olympics of 1968 and at Expo '70 in Japan, the U.S. pavilions drew heavily on the Museum of the American Indian.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

LEVEL II

Goal II

Lesson 8: Restate the main idea of the paragraph in your own words.

Goal III

Lesson 8: List the supporting details of the paragraph.

Wall street is far less significant in the economy and the market is less vulnerable to real collapse. In 1929, speculation was rife. People could buy stock with 10 per cent down and 90 per cent credit. Now they must put up 50 per cent in cash. Loans by brokers amounted to 9 per cent of the value of all stocks in 1929; now they total less than 1 per cent.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

Grant Fitts, 56, is president and chairman of the board of the Gulf Life Holding Company, an insurance conglomerate that has assests of more than $800 million. A colloquial, narrow-eyed Texan, he has just left his private metallic-wallpapered gym in Dallas after running four level miles on a treadmill at eight minutes per mile and walking another mile with the treadmill set at a five-degree angle.

II. The main idea of this paragraph is:

II. The supporting details of this paragraph are:

1.

2.

3.

4.

Ruffed grouse have become to you the ultimate in shooting. You still hunt woodcock, but mostly because you stumble upon them in the search for grouse. You can tell you don't prize them nearly as much because when you miss, you don't feel very bad. For ducks you have to get up at dawn and the beauty of your last teal four years back spoiled it. You might deer hunt a single afternoon but, to be truthful it has brought no real excitement for more than a decade.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

A study on just what economic impact the Olympics might have on the region was concluded recently by a group of professionals at the state college in Plattsburgh. Among other things, they predicted that the Games themselves, through construction expenditures and tourism will bring nearly $32 million flooding into the area in the next six years. And after the Olympics, the survey predicted, another $30 million will be generated over the next 10 years by tourists, competitors and athletes training at the facilities.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

To help insure that Christmas greetings and gifts arrive in time, the U.S. Postal Service recommends various mailing deadlines for different destinations and types of mail. For overseas delivery, including mail to members of the armed forces, check with your local post office. You may find you'll have to use airmail. It's already too late for surface mail to some parts of the world. Final dates for delivery within the U.S.: November 30 for surface parcels to Alaska and Hawaii; December 10 for surface packages to the other 48 States; December 15 for greeting cards send first-class to all States, including Alaska and Hawaii; December 20 for airmail, both cards and packages, to Alaska and Hawaii; December 21 for airmail letters and parcels to the contiguous 48 states.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

LEVEL III

Goal II

Lesson 8: Restate the main idea of the paragraph in your own words.

Goal III

Lesson 8: List the supporting details of the paragraph.

Nerve tissue is made up of cells just as is any other tissue in the body. On the other hand, nerve cells have a distinct structure as we have learned in earlier courses. For example, although each nerve cell has a central cell body containing protoplasm and a nucleus, it also has at each end of the cell body a long fibrous thread with many branches. The larger of the two threads is called the axon, and the smaller is the dendrite. Thus, the nerve cell consists chiefly of body, axon, and dendrite, with numerous smaller fibers completing the structure. Naturally, the nerve cells are much larger than other cells in the body.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

When man became civilized enough to settle down in one place, he began to cultivate the soil and raise crops. Then agriculture began. It was the first great industry and is still our basic industry. The plowing and harrowing of soil make it fertile and keep it so. Cultivation aerates the soil, kills the weeds and insects eggs, brings vegetable matter to the lower levels, and keeps in the water. Without this cultivation the world could not be fed and man would soon starve.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

This chapter has presented what is the most significant group classification employed by the sociologist, the classification of groups as primary and secondary. The in-group, out-group classification, which is much less used but which nonetheless has considerable significance, has also been presented. The primary group is one characterized by intimacy, cooperation, permanence, and deep personal loyalties, as contrasted to the essentially competitive spirit of the secondary group. These are in reality two extreme types between which most groups fall. In-groups are characterized by deep internal loyalties which are inspired by the feeling of difference or hostility toward outside groups.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

In a stable society where people remain anchored in the same community for a lifetime, there is little change to evade the social-control devices that become established in such communities and are passed through generations as part of the cultural heritage. The strong hand of the aged and tradition rule. Young people grow up under the tutelage of the older generation and remain under its supervision during their lifetime. They gradually take on the responsibilities of the work world and assimilate the traditions and moral standards of their elders. In such stable societies problems of social control scarcely exist, since the influence of the group is so overpowering.

II. The Main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

Gossip is often condemned by the minister in the pulpit, by the educator in the classroom, and by the gossiper himself/herself. Yet almost everyone gossips, even college professors who call it analyzing their friends. In spite of this condemnation, in groups where people know each other well gossip is probably one of the most effective of all devices of social control. Fear of what people will say, or fear of being talked about, makes people in groups constantly aware that they are being watched and that what they do will draw approval or disapproval. Man is always aware of his fellows, at least as long as he lives in friendly groups. "What will the neighbors say?" is a query which pops into the consciousness of any individual used to living in a neighborhood group the minute he thinks of stepping off the beaten path. It is gossip, in part, that helps the person in the primary group to live up to his highest ideals and to behave consistently with his reputation. It is really a desire to keep from being gossiped about unfavorably that keeps the person in line.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

LEVEL IV

Goal II

Lesson 8: Restate the main idea of the paragraph in your own words.

Goal III

Lesson 8: List the supporting details of the paragraph.

A determination may be made permitting the bidder to withdraw his bid where the bidder requests permission to do so and clear and convincing evidence establishes the existence of a mistake. However, if the evidence is clear and convincing both as to the existence of a mistake and as to the bid actually indended, and if the bid as submitted and as corrected is the highest received, a determination may be made to correct the bid and not permit its withdrawl.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

Surplus personal property which is being offered for sale may be withdrawn and approved for donation provided such action is not harmful to the sale, as jointly determined by GSA and the holding or selling activity, but in any event such withdrawal must be made prior to the award of such property. The Federal agency requesting withdrawal of property from sale for purposes of donation will submit the request to GSA for consideration and coordination with the selling activity, together with an adequate justification and a statement as to whether the property has been available for screening during the authorized donation screening period.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

Pursuant to sec. 203(1) of the Property Act (40 U.S.C. 484), personal property which has been determined to be surplus property and which has been identified as having been processed, produced, or donated by the American National Red Cross shall, unless otherwise directed by the Administrator of General Services, be made available for donation to the Red Cross for charitable purposes.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

Contingent character of the fee. Any fee whether called commission, percentage, brokerage, or contingent fee, or otherwise denominated, is within the purview of the covenant if, in fact, any portion thereof is dependent upon success in obtaining or securing the Government contract or contracts involved. The fact, however, that a fee of a contingent nature is involved does not preclude a relationship which qualifies under the exceptions to the prohibition of the covenant.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

The donation of surplus property for which the Red Cross is the eligible donee shall not require further GSA approval, unless such property has an estimated value in excess of $500 or, in the case of blood plasma, consists of a quantity in excess of 1,000 units. In those instances where the property to be donated exceeds the amounts stated, the Regional Administrator, GSA, of the regional office for the area in which the property is located, may approve the formal request submitted by the Red Cros..

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

LEVEL I

Goal II
Lesson 9: Restate the main idea of the paragraph.

Goal III
Lesson 9: List the supporting details of the paragraph.

Atlantic City's Convention Hall will sponsor an antique car auction on Washington's Birthday weekend, Feb. 15 and 16, an event that will be conducted by the firm that auctioned off such classic cars as a Mercedes owned by Adolf Hitler ($15,000 in 1973) and a Duesenberg owned by Greta Garbo ($90,000 in 1972). The firm, the Kruse Classic Auction Company of Auburn, Ind., also presided over the sale of the sale of the original "Bonnie and Clyde Death Car," a blood-stained Ford sedan riddled with 160 bullet holes, for $175,000. It is anticipated that a total of 200 cars, the majority of them antique classics, will be auctioned off the Broadwalk sale.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

During the three months ending Sept. 30 there was an increase of 4 per cent in bus riders and of 1.5 per cent in subway use in New York City over the same period last year. Commuter railroads in the region are carrying 6 per cent more passengers than they did last winter and spring when the fuel shortage was worst. The increase is even greater nationally. In September of this year, there was a 7.8 per cent more mass transit riders than in the same month a year ago.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

Quite possibly no high school subject has been more widely required and more generally loathed than physical education. Witness the average flabby, physically illiterate American adult who recreates sedentarily, if ever, and remembers p.e. as something rigid, regimented, vaguely militaristic, done calisthenically, repetitiously, inside a gym. The Old P.E. One of the first forms of education, its Western roots in Athens and Sparta, phys. ed. has an impressive intellectual history that includes treatises from Plato and Aristotle (begin education with phys. ed. at 6, add grammar at 10 and music at 13, to John Locke ("a short but full description of a happy state in this world"). But over the centuries p.e. as practiced has become classically fossilized leading kids and teachers to a classic boredom.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

The coyote is really a lovable fellow, they say, and the law should be changed to give it some protection from hunters. At present, coyotes are in the category of pests, like woodchucks and procupines, and can be hunted and killed at any time.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

The coyote is primarily a predator of rodents, hares, and rabbits, a scavenger of animal carrion and a vegetarian when fruits are abundant and flesh is scarce. "There is currently no evidence to suggest that the coyote's food habits qualify him as an enemy of or a competitor with man in New York" the authors said.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

LEVEL II

Goal II
Lesson 9: Restate the main idea of the paragraph.

Goal III
Lesson 9: List the supporting details of the paragraph.

Nowadays well over a billion dollars is routinely spent on the Games, winter and summer, in an average Olympic year. Entire cities are refurbished, even rebuilt. The number of winter events has grown to 34 and the last time around, the roster of athletes had swelled to 1,130. It seemed that nothing would ever be simple any longer.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

Female horses are more difficult to keep at top form than males. In the spring, when their sex cycle peaks, they tend to soften up, break down, lose their racing edge. In the autumn they may suffer what are called "false heat" periods. But they do remain more themselves in the fall, and they also get an advantage in weight handicapping. This is a special bounty in Europe, Wildenstein points out, since the colts there tend to be raced harder earlier in the year, which means the fillies are fresher later on.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

Owned by the half-billionaire Texan, Nelson Bunker Hunt, Dahlia is a dark chestnut, fashionably trim in the rear, bursting with power in the chest. Down the front of her face is a tapering slash of white, shaped not unlike a dagger, that she tends to brandish. Whether in the middle of a race or merely out for a gallop, Dahlia will suddenly, impetuously, throw her head back, exactly as Paulette Goddard or Rhonda Fleming used to, obliging the handsome villian to mutter: "You spitfire, you're even more beautiful when you're mad."

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

Knox' formula for winning is improving individual performance--"You do it by outworking your opponent"--but he has also demonstrated an uncanny gift for judging talent. Last year he put six new starters into what had been a so-so Ram defensive unit, and it became the best in the NFL. In revamping his running attack he developed the league's deepest set of runners, a group that amassed the third-highest rushing total for a season in NFL history. Los Angeles led in total offense, too, and in the regular season lost only two games, one by one point, the other by two.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

The mental health of the elderly is an even gloomier uncharted sea. Depression and anxiety states are commonplace. People over 65 account for more suicides than any other age group. Twenty-five per cent of total suicides is the usual figure given, but it is probably higher. Many such suicides can be classified as "rational" in the sense that as people grow older they have more and more to be depressed about. Continuing loss of loved ones, grief, increasing isolation, fear and anxiety about doctors and disease, financial worry, and reluctance to see one's life savings dissipated on one's own prolonged demise are entirely realistic reasons to despair.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

4.

LEVEL III

Goal II
Lesson 9: Restate the main idea of these paragraphs in your own words.

Goal III
Lesson 9: In your own words, list the supporting details of these paragraphs.

A step between the planner-engineer and the pure research sociologist is the sociologist whose research activity is oriented primarily toward solving administrative problems. Today, an increasing number of farsighted administrative officials in government, school, church, industry, and business understand the importance of sociological knowledge to wise administrative policy. They employ the research sociologist to assemble facts, figures, opinions, and other information by which they as administrators may be guided. The opinion poll is one of the familiar devices, as is the questionnaire, the census, and the periodic statistical report.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

For many years sociologists studied success of probation and parole by analyzing records of success and failure of different types of criminals on parole. By assembling a large body of facts about the criminal experience and personal characteristics of successes and failures, they were eventually able to develop a scale which could measure an untried criminal's statistical chances of failure or success. The instrument, if valid, should help prison parole boards take a lot of the guesswork out of parole.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

Why do the Chinese dislike milk and milk products? Why would the Japanese die willingly in a Banzai charge that seemed senseless to Americans? Why do some nations trade descent through the father, others through the mother, still others through both parents? Not because different peoples have different instincts, not because they were destined by God or Fate to different habits, not because the weather is different in China or Japan and the United States. Sometimes shrewd common sense has an answer that is close to that of the anthropologist: "because they were brought up that way." By "culture" anthropology means the total life way of a people, the social legacy the individual acquires from his group. Or culture can be regarded as that part of the environment that is the creation of man.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

3.

The team culture area refers to a geographical territory over which a characteristic culture pattern extends. In the world today, if one would classify most broadly, there are two great cultures area: (1) the Euro-American culture area, which consists, as the term implies, of the European and American civilizations where such culture complexes as mechanical development, population control, Christianity, the world trade have become the characteristic patterns of the civilization; and (2) the Oriental culture area, which includes the great overpopulated area of the globe, India and China, where human reproduction is relatively unrestrained by birth control, where the masses till the soil by hand and with oxen, where peoples are relatively immobile, and where ancient traditions characterize the civilization.

II. The main idea of this paragraph is:

III The supporting details of this paragraph are:

1.

2.

For the sociologist, more than any other social scientist, the environment is teeming with statistical data which he can make significant by using it to answer sociological problems. Then, too, the sociologist can, by asking innumerable questions of human beings of various groups, classes, and stations in life, accumulate statistics about large groups to pursue his inquiry further, or in directions where no systematic data are accumulated by institutional bodies. It is little wonder that statistics and machines for manipulating them have become the most important research aids to the sociologist.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

LEVEL IV

Goal II

Lesson 9: Restate the main idea of these paragraphs in your own words.

Goal III

Lesson 9: List the supporting details of these paragraphs:

For the purpose of promoting uniformity among executive agencies with respect to the required use of the "covenant against contingent fees" and with respect to the procedure for obtaining information concerning contingent of other fees paid by contractors for soliciting and securing Government contracts, the Department of Defense and GSA have developed cooperatively and agreed upon the required use of the "covenant against contigent fees" and the form, procedure, principles, and standards described in this section.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

A late bid shall be considered for award only: (1) in the instance of sealed bid sales, if the bid submitted by mail was received by the contracting officer prior to award, was mailed and, in fact, delivered to the address specified in the invitation in sufficient time to have been received by the contracting officer by the time and date set forth in the invitation for opening of bids, and except for delay attributable to personnel of the sales office or their designees would have been received on time.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

Contingent fees paid for "information" leading to obtaining a Government contract or contracts are included in the prohibition and, accordingly, are in breach of the covenant unless the agent qualified under the exception as a bona fide employee or a bona fide established commercial or selling agency maintained by the contractor for the purpose of securing business.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

To be considered for award, a bid must comply in all material respects with the invitation for bids so that both as to the method and timeleness of submission and as to the substance of any resulting contract, all bidders may stand on an equal footing and the integrity of the formal advertising system may be maintained.

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

Selling agencies shall include in every negotiated or advertised contract for the sale of Government-owned personal property the "covenant against contigent fees" as contained in the Standard Form 114C, General Sales Terms and Conditions (illustrated in &101-45.4904).

II. The main idea of this paragraph is:

III. The supporting details of this paragraph are:

1.

2.

LESSON 10 - POST-TEST

GOALS II & III

To understand diabetes, one must first understand something about how the body changes food into energy. Everything we eat - meat, fruit, vegetables - is broken down into its basic chemical components (proteins, fats, carbohydrates, vitamins and minerals). The carbohydrates, found in starches like bread, potatoes and sugar like those in fruits, table sugar, syrup and honey, are changed by the body into a simple sugar called glucose.

Circle the correct answer.

II. The main idea of this paragraph is:

1. Carbohydrates and sugar are changed into glucose.
2. The body breaks everything that we eat into its basic chemical components.
3. Understanding how the body changes food into energy helps us to understand diabetes.
4. Diabetes is caused by the body's inability to change sugar into energy.

III. The one statement that is not a supporting detail of this paragraph is:

1. Proteins, fats, carbohydrates, vitamins and minerals are the basic chemical components of food.
2. Honey is protein.
3. Sugars are found in fruits, syrup and honey.
4. Carbohydrates are found in starches and sugar.

The desert is not yet doomed. On the affirmative side there is a study going on, the first of its kind, at the Philip L. Boyd Deep Canyon Research Center. There University of California scientists are conducting a 20-year inquiry into how best to protect and preserve desert environment. The plan is to find out how plants and animal life survive extremely arid conitions. The answers, it is predicted, will be a valuable guide to how present-day residents of the desert should conduct themselves.

Complete these sentences in your own words.

II. The main idea of this paragraph is:

III. Three supporting details of this paragraph are:

1.

2.

3.

Grand Santi is also the home of a French priest, five Franciscan nuns and a gendarmerie. But the French presence seems to have had little effect on the remarkably independent Boni. They have shrewdly taken what they need from western culture - motors for their dugouts, paint for the erotic murals on their door - yet they have clung to their matrilineal kinship system and thier religion. Family life in our sense is unknown. Divorce is the rule. And the men literally float from wife to wife along the river.

Complete these sentences in your own words.

II. The main idea of this paragraph is:

III. Three supporting details of this paragraph are:

1.

2.

3.

At any time of day or night heart patients in 23 Florida hospitals can now be linked telephonically to an IBM computer hundreds of miles away. After electrodes are connected from a sending unit to the patient, a special number is dialed. Within three of five minutes information leading to diagnosis will be returned directly to the attending physician. This permits hospitals to provide prompt professional treatment even when a cardiologist is not on the staff.

Circle the correct answer.

II. The main idea of this paragraph is:

1. Electrodes are connected from a sending unit to the patient.

2. The use of a computer permits hospitals without cardiologists to provide professional treatment.

3. Most hospitals now have modern innovative equipment to help them deal with emergencies.

4. The computer was developed by a physician in Florida.

III. The statement that is not a supporting detail of this paragraph is:

1. There are not enough computers available to cope with the need in Florida.

2. Electrodes are connected to the sending unit and the patient.

3. Information leading to a diagnosis will be sent to the physician.

4. Twenty-three hospitals in Florida are linked by telephone to a computer hundreds of miles away.

Enrollments in journalism have tripled within ten years at the University of Missouri, within three at Syracuse. The Columbia University Graduate School of Journalism reports of doubling of applications since 1970, and the University of California at Berkeley recently screened 190 petitioners for 25 openings in its master's program. Nor is the escalation limited to the best-known schools; in the last year alone, journalism enrollment zoomed 50 per cent at Bost on University, 30 per cent at the University of Nevada, 25 per cent at the University of Wyoming and 24 per cent at Philadelphia's Temple University. "God help us," sighs Ray Nelson, associate dean of Northwestern University's Medill School of Journalism, "when Robert Redford makes that movie."

Complete these sentences in your own words.

II. The main idea of this paragraph is:

III. Three supporting detals of this paragraph are:

1.

2.

3.

Raise high the roof beams, carpenters - J.D. Salinger has broken his silence at last. After shunning the press for more than twenty years, the reclusive authori of "The Catcher in the Rye" consented to a telephone interview with the New York Times from his retreat in the New Hampshire woods. Reason: he is mad enough to talk about an alleged piracy of his early stories. "I'm not trying to hide the gaucheries of my youth," said Salinger, 55, who is suing the bootleg publisher and a number of San Francisco bookstores. "I just don't think they're worthy of publishing." He told Times reporter Lacey Fosburgh that he would talk "only for a minute," but went on to chat with her for nearly half an hour, declaring that he is hard at work on writings that might not be published until after is death.

Complete these sentences in your own words.

II. The main idea of this paragraph is:

III. Three supporting details of this paragraph are:

1.

2.

3.

It must be admitted, however, that modern Western culture, with its emphasis on technology, has given freer play to invention than man has ever done before. Invention is subsidized by the university, by industry, and by government. But even here many a precocious genius has found society unready to accept his invention. Stories are numerous concerning the rejection of significant new inventions by army or navy at the time when they were offered them by the inventor, only to have their value proved later when the crisis was past. No doubt many inventors die thus and the story is never told. And in the field of the creative arts there are countless examples of poets, musicians, artists, and authors dying in poverty, only to become immortal in another generation which recognized their innovations as being worthy of acclaim.

Circle the correct answers.

II. The main idea of this paragraph is:

1. Many artists are not recognized in their lifetimes.
2. Inventions are subsidized by universities, industry, and the government.
3. The navy has often rejected new inventions that were later proven to be valuable.
4. Even though modern Western culture is usually accepting of new inventions, it has been known to reject inventions and art that has later been shown to be valuable.

III. The statement that is not a supporting detail of this paragraph is:

1. Inventions have been subsidized by industry.
2. Many poets have not been recognized until after their death.
3. Western culture emphasizes technology.
4. New inventions are always recognized for the worth.

If the use of water in photosynthesis in the leaves were to create a vacuum in the leaf tissues, then the atmospheric pressure should force water up from below. Even if a perfect vacuum were produced, however, the air pressure at sea level would raise water only to a maximum of 33 feet. Also, there is no evidence of even moderate vacuum in the leaf tissues. In order to function in this way, the leaf would have to be constructed to withstand the crushing force of the air pressure. Thus the atmospheric pressure theory does not prove adequate.

Complete the sentences in your own words.

II. The main idea of this paragraph is:

III. Three supporting details of this paragraph are:

1.

2.

3.

All to frequently, soil is considered to be simply a collection of weathered rock material at the surface of the earth, or as "so much dirt." It is far more than this. Even the most finely divided rock is not soil. Soil is a mixture of mineral and organic matter with air and water. It may cover the earth's surface to a depth of only a few inches or it may be several feet deep. In a few places, as on rocky mountain creasts, soil is lacking altogether. Sometimes the mineral element dominates; in other soils, organic matter, both living and dead constitutes the bulk. Regardless of the proportions, both are present, and with them air and water.

Complete the sentences in your own words.

II. The main idea of this paragraph is:

III. Three supporting details of this paragraph are:

1.

2.

3.

In the instance of spot bid and auction sales, if the bid submitted by mail (where authorized) was received by the contracting officer after the time and date set forth in the invitation for receipt of bids but before the time set for the start of the sale, and was mailed and in fact, delivered to the address specified in the invitation in sufficient time to have been received by the contracting officer by the time and date set forth in the invitation for receipt of bids, and except for delay attributable to personnel of the sales officer or their designees would have been received on time, it shall be accepted.

Circle the correct answer.

II. The main idea of this paragraph is:

1. Bids are submitted by mail for auction sales.
2. Late spot bids shall be accepted if the lateness is due to personnel or their designees in the sales office.
3. Bids must be received by the contracting officer on time.
4. Bids submitted by mail must have a special authorization.

III. The statement that is not a supporting detail of this paragraph is:

1. Bids must be mailed and delivered to the specified address.
2. Bids must be received by the contracting officer by the time and date set forth in the invitation.
3. Threre are no exceptions made for late bids.
4. Some bids submitted by mail must be authorized.

Bids shall be filled out, executed, and submitted in accordance with the instructions contained in the invitation for bids. If a bidder uses his own bid form or a letter to submit a bid, the bid may be considered only if (1) the bidders accept all the terms and conditions of the invitation for bids and (2) award on the bid would result in a binding contract, the terms and conditions of which do not vary from the terms and conditions of the invitation.

Complete these sentences in your own words.

II. The main idea of this paragraph is:

III. Three supporting details of this paragraph are:

1.

2.

3.

Whenever drugs, biologicals, and reagents are considered for donation, a letter of clearance shall be obtained from the Food and Drug Administration (FDA) indicating which items may be safely donated. The Department of Health, Education, and Welfare, Office of Surplus Property Utilization (DHEW OSPU), shall obtain the letter of clearance and insure that such letter shall accompany Standard Form 123, Application for Donation of Surplus Personal Property (see &101-44.4901). Items which do not fall within the purview of FDA, or which FDA indicates are unsuitable, will not be considered by GSA for donation.

Complete the sentences in your own words.

II. The main idea of this paragraph is:

III. Three supporting details of this paragraph are:

1.

2.

3.

Goal IV: To be able to adjust the rate of reading according to the material presented.

Objectives: The student will be able to:

1. Determine the appropriate rate of speed when presented with the following situations:
    a. Locate a page number from an index.
    b. Determine if a book has the necessary information.
    c. Learn how to do something that you didn't previously know how to do.
    d. Determine if material is appropriate to your needs.
    e. Reading a novel
    f. Following a recipe.
2. Skim an index, table of contents, chapter, and paragraph for specific information.

The criteria for successful completion of these objectives will be that the student must complete Chapter 2 of the textbook, Reading Skills; A Guide for Better Reading. Successful completion of this chapter will be determined by the instructor.

GOAL IV

Lesson 1: Introductory class lesson discussing the concept that there are many different ways that a person can read. One chooses the appropriate way to read according to the purpose one has.

For instance, one would read a science textbook differently from the way one would read a novel.

Class will discuss the appropriate way to read when:

a. Locating a page number from an index.

b. Determining if a book has the necessary information that one needs.

c. Learning how to do something that one didn't previously know before.

d. Determining if the material is appropriate to one's needs.

e. Reading a novel.

f. Following a recipe.

Lesson 2-10

Students will work independently in the textbook, Reading Skills: A Guide for Better Reading, Chapter 2, "Improving Skimming and Scanning Comprehension", pp. 69-112.

Goal V: To extend and develop the vocabulary of each individual student.

Objectives: The student will be able to:

1. Appropriately use in sentences at least five new words per day.
2. Refer to the dictionary quickly and easily.

Criteria for successful completion of these objectives will be a score of 4 correct on a daily individual quiz on the five words learned the preceding day and teacher observation of the frequency that the student utilizes the dictionary.

Lessons 1-10: Each day the student will chose five new words from the day's work. The student will look up the defintion of the word, write it in his/her notebook, and write a sentence correctly using the word.

Each day the student will be given an individual quiz on the definitions of the words that were learned on the preceding day.